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July 1999

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TRAINING JOURNAL

The Independent Journal for Professional Trainers

The 'right' type of leader

Creativity in Training
Training Strategy
Conflict Management
Readership Survey
Conference Report: ASTD

EXCLUSIVE
Interview with
Daniel Goleman

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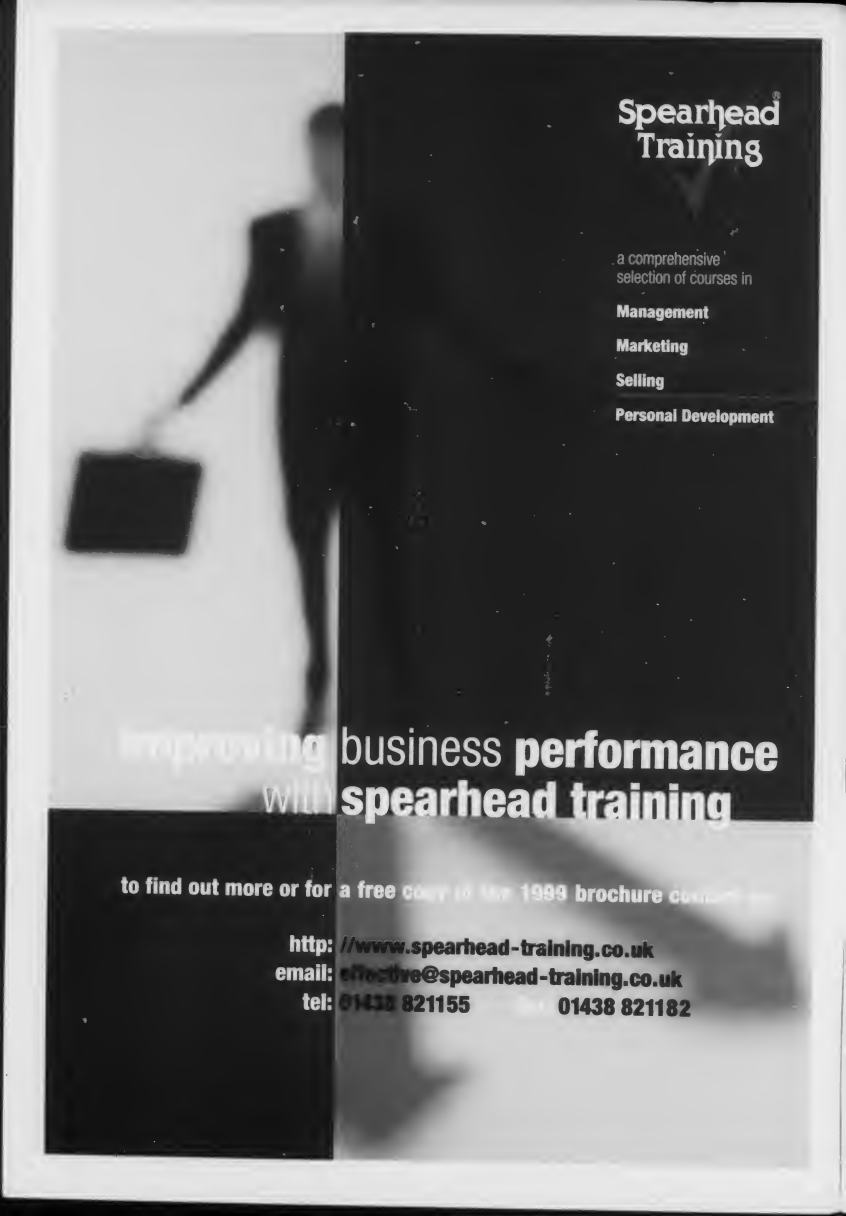
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PERIODICALS

TRAINING JOURNAL

The 'right' type of leader

Mrs Steve Shirley OBE founded the FI Group plc in 1962 on just £6. Today FI is a FTSE 250 company with a staff of over 4000. In this cover story Steve takes us on a personal leadership journey and enroute explores the aspects of personal values, business leadership and gender difference 16

ALSO FEATURED

The results of our May readership survey 14

Audio drama can bring training to life and engage the attention of the audience without breaking the bank. Michael Bartlett explains the process and Steve Pitt outlines how a 'betting shop soap opera' transformed the training programme of Ladbrokes Racing 24

Training strategy

Sue Brelade outlines a model for strategic planning in the training department. 28

Conflict management

Best-selling author Caroline Love on the dos and don'ts of conflict resolution. 32

Conference report

ASTD: The world's largest training event 36

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Exclusive: Daniel Goleman talks about working with emotional intelligence

Speaking exclusively to Training Journal, Daniel Goleman contests current interpersonal skills training methodology and suggests the need for a different approach, and one which focuses on the domain of Emotional Intelligence 20

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What's New
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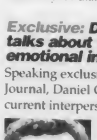

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"Change has a considerable psychological impact on the human mind. To the fearful it is threatening because it means that things may get worse. To the hopeful it is encouraging because things may get better. To the confident it is inspiring because the challenge exists to make things better." **King Whitney, Jr.**

Yes, it is different and a good deal more colourful than any previous issue of the journal. But the changes you see before you are more than cosmetic. We've expanded editorial and news coverage, introduced a new and regular contributor and totally reordered the information flow within the journal. Our aim is to elevate the journal to the pinnacle of publishing excellence in training and development. These changes are just the first steps towards that goal.

In May we conducted a readership survey to find out what you like most about Training Journal and what motivates you to subscribe. The information you provided helped us plan and implement the change. We have reorganised the information to make it easier for you to locate items of special interest. We've taken one of our most-read sections – book reviews – and brought this closer to the front. And we've responded to the growing use of technology in training by creating a dedicated area, which we have called New Media.

One other change that considerably strengthens the journal's standing is our new contributor, Andrew Mayo. Andrew is an experienced commentator on training and development and joins Peter Honey in presenting his own monthly column. I am delighted to welcome to him to the journal.

With all the changes to tell you about I just about have room to mention some of this month's features. Daniel Goleman put the phrase Emotional Intelligence into the training vocabulary. I talked with him recently in an exclusive interview for the journal and discussed the methodology for working in the domain of emotional intelligence. Read what Goleman had to say on page 20 but be prepared for a critical and damning assessment of traditional inter-personal skills training.

Our conference report comes from Atlanta, host city for the 1999 American Society for Training and Development's conference and expo. This is the largest training event in the world but attracted fewer than 100 registered attendees from the UK. Did ASTD promote itself poorly? Is the conference beyond the budget of most trainers? Or are we just not interested in what 'they' have to say?

There is much more I could tell you but the foot of the page looms ever closer. So, please turn the pages and familiarise yourself with the new look. And when you've finished reading, why not write and tell me what you think?

Sincerely

Martin Delahoussaye
Publisher

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GOLDEN TRADE ANNUAL Vol. LII 1999
ANBAR ELECTRONIC INTELLIGENCE

News

Recent events, surveys and trends and **up-to-date news** on the government's training initiatives and workplace reforms

FACILITIES •

Eynsham Hall

New human resources assessment centre

Eynsham Hall, the conference and training centre located 12 miles north of Oxford, has opened a dedicated Career Appraisal and Assessment and Development Centre. The Centre is part of a total package offered by Eynsham Hall, designed to cater for all human resources needs.

Liz Davies, Managing Director of Eynsham Hall Ltd, says: 'We realise the need for companies to evaluate and assess their workforce in a relaxed and secure environment. Assessment and career appraisal are two vital aspects of an effective human resources programme. Research has shown that employees are far more responsive outside of the normal working environment. The Assessment and Training Centre provides the opportunity for appraisals to be conducted in private, without the distractions of the workplace.'

For further information contact Eynsham Hall Ltd, North Leigh, Witney, Oxon OX8 6PW. Tel: 01993 885200.

EMPLOYMENT •

Employment among older workers up by 259,000

Recently published Labour Market Statistics show that government employment policies are helping more older workers into jobs and hit out at misconceptions that workers are 'finished at 50'. Employment Minster Andrew Smith said: 'After years of older workers being dumped, it's good that their recruitment really seems to be taking off.' Smith continued by stating that over the past year employment of those aged over 50 has risen by 259,000:

- 237,000 for those between 50 and retirement age
- 22,000 for those above state pension age
- up by 118,000 for women, 141,000 for men.

'The proportion of this population in work has grown rapidly over the last year for those between 50 and retirement age from 65.1 per cent to 66.4 per cent; and for those above retirement age from 7.5 per cent to 7.7 per cent,' Smith continued.

UNION NEWS •

Tony Blair and top business leaders back TUC partnership plan

In a move that could signal an end to Britain's 'them and us' divide between workers and employers, the prime minister, Tony Blair, has joined leaders of some of the country's top companies, including Legal & General and Unisys, which have joined leading high street retailer Tesco to back the TUC's Partners for Progress plan, a new TUC report reveals.

In what is being hailed as a new beginning for Britain's workplaces, Tony Blair writes in his endorsement of the report: 'Britain works best when unions and employers work together. This important new initiative exemplifies the willingness of modern trade unions to seek common ground with employers to co-operate to solve shared problems and to improve the lives of people at work.'

The TUC is calling on employers and unions to grasp this once-in-a-generation opportunity to reshape the UK's industrial relations culture, rebuild trade union organisation and promote collective bargaining.

• EDUCATION

Individual learning accounts go full steam ahead for 2000 – Blunkett

Education and Employment Secretary David Blunkett welcomed a report on the progress and development of Individual Learning Accounts. He pledged to put the individual at the heart of the learning revolution when the full roll-out of accounts happens nationwide next year. Market research from the DfEE report found the following.

- People welcomed individual learning accounts as a means of overcoming cost, one of the main barriers to learning.
- Learning would be more accessible.
- Accounts would help and support a change in career direction.

An Individual Learning Account will be a special bank account to help individuals plan and pay for learning. It will give individuals access to the substantial package of incentives announced in the Budget this year. Accounts should add value to existing employer investment, currently running at over £10 billion a year for training and development. The report also underlines the interest in Individual Learning Accounts from small businesses whose level of investment in learning is generally lower than larger firms. The accounts will help the smaller firms catch up.

For a small contribution from the individual, the government will put in £150 to the first million accounts and offer large discounts of 80 per cent for some courses and 20 per cent for others.

• DISTANCE LEARNING

Launch of 'Virtual Classroom' for Business Training

One of the world's leading interactive Distance Learning systems has been launched by Edinburgh-based communications company, Crystal Media. The virtual classroom systems enables companies to train hundreds of people in different locations simultaneously, so saving the time and money which would normally be spent on bringing them together under one roof. IDEAL (Interactive Distance Education and Learning) has developed by Israeli company Arel Communications and Software Ltd, but Crystal Media has won the contract to install the system throughout the UK.

For further information or to arrange a demonstration contact Philip Williams on 0131 240 0988 or 0976 702270.

• VOCATIONAL TRAINING

Employers call for radical shake-up of learning and skills

A new National Learning and Skills Council should be formed to remove the artificial distinction between academic and vocational education, says NTO National Council's response to the government's post-16 review. The submission from Britain's 70 National Training Organisations (NTOs), which represent over 90 per cent of employers, calls for a more integrated and customer-focussed 'architecture' for education and training which is driven by employers and individuals, not institutions and suppliers. The NTO National Council response argues that industry sectors should have a far greater influence over the development and delivery of education and training than at present. NTOs are the nationally recognised voice of employers in their sectors, and are already working with employers to identify future skills needs.

For further information contact Claire Anderton on 0114 261 9926.

• VOCATIONAL TRAINING

QCA and TSC co-operate to improve work-based training

The two bodies which ensure that work-based training and qualifications meet rigorous standards have set out how they will work together to promote the quality and effectiveness of Government-funded vocational training. The Qualifications and Curriculum Authority (QCA) and the Training Standards Council (TSC) have agreed to co-operate more closely by pooling information from their programmes of inspections and centre visits, as well as organising joint inspections and shared centre visits to minimise the impact of training providers. The two organisations will also take a strategic view of work-based training, considering how quality can be improved and common problems tackled.

The two organisations also launched their first joint study, which will look at the effectiveness of the assessment, and verification processes for NVQs used by training organisations and awarding bodies.

For further information contact Alan Cox at QCA on 0171 509 5381, and Sarah Pryce or Helen Peggs at TSC on 01865 788700.

• GOVERNMENT

Minister for Women announces new measures to encourage family friendly working

Approximately 40 NHS Trusts nationwide have signed up to take part in a trailblazing project to spread innovative family friendly working practices in the private and public sector. The Trusts will be working with retailers, including Asda, to share revolutionary ideas on how to encourage flexible working in the two sectors, which traditionally have a high number of female employees and a 24-hour round the clock, culture. Margaret Jay, Women's Minister, also announced the Government is forging ahead with plans to encourage better work/life balance in work by producing 'charters for action' and looking to develop partnerships between individual Trusts and their local supermarkets. The charters, drawn from the most innovative working examples in the two sectors, will give guidance on how to implement family friendly working practices and will be generally available.

International study shows UK slower to adopt strategic diversity approach

Fair treatment of the workforce - irrespective of difference in race, gender, culture, language, sexual orientation, disability and age - is increasingly seen to contribute to productivity. However, whilst UK and Irish organisations recognise flexibility and better staff retention as benefits of managing diversity, they have been slower to adopt a strategic approach than their North American counterparts and feel far less positive about making progress. The differences were highlighted in research published by occupational psychologist, Pearn Kandola, which compare diversity in the UK, Ireland and North America. The North American sample adopted diversity as part of a corporate strategy for competing effectively in global markets. Consequently strategy implementation and diversity awareness training are high priorities for 63 per cent and 52 per cent of respondents respectively, compared with 17 per cent and 23 per cent in the UK and Ireland. UK and Irish organisations are less proactive, tending to be driven by changes in employment law.

The Pearn Kandola study, carried out in conjunction with North American diversity consultant Trevor Wilson, also found UK organisations considerably less confident about making progress in diversity. Only 40 per cent of UK and Irish companies felt confident or very confident compared with 73 per cent in North America.

Copies of the report are available from Pearn Kandola on 01865 516202.

Entrepreneurial spirit evident in 'booming' industries

Most businesses see entrepreneurship as something to be desired, but not all businesses are prepared to make the leap from their institutionalised security, according to a new survey by business advisors, The Directors' Centre. The findings, from a survey in support of The Directors' Centre Entrepreneurship Programme, reveal that (68 per cent) of those from more traditional and/or slow growth industries are less than enthusiastic about entrepreneurial behaviour. This is in stark contrast to the majority (73 per cent) of those interviewed from the booming and/or global industries that assume that entrepreneurship will be present in their team. Those adverse to entrepreneurship recognise that while some opportunism is required in business, it is, at the same time, essentially a destabilising force. This creates intolerable levels of discomfort and uncertainty. Hence their resistance. Robert Craven, Managing Director of The Directors' Centre said: 'The barriers to entrepreneurial behaviour are essentially around the organisational culture; to overcome the barriers, the desire to achieve must be greater than desire for comfort. Entrepreneurial behaviour can be nurtured.'

Copies of the main findings of the survey can be ordered from The Directors' Centre on 01225 334560.

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PROVEN TO WORK

• CUSTOMER SERVICE

The bottom line: commitment creates cash

With more committed staff companies could be boosting their sales by up to £200,000 per month, says a report published by the independent Institute for Employment Studies (IES). Research conducted among 65,000 employees and 25,000 customers in almost 100 stores of a major UK retailer showed a clear link between staff commitment, customer loyalty and sales growth.

The study also showed that customer satisfaction by itself played only a lesser role in improving sales compared with customer loyalty. The report therefore criticises businesses which pay insufficient attention to the so-called 'service-profit chain'.

'Most service sector businesses want to maximise customer satisfaction. This is because they believe that happy customers spend more and stay loyal.' Said Linda Barber, IES Research Fellow, who led the research. 'Our work has demonstrated the vital importance of satisfied, committed and well-managed staff in helping businesses achieve this aim. This link between employees, customers and profits has been called the 'service-profit chain.'

The IES report, From People to Profits, presents a robust test of the service-profit chain a large UK retail business and shows that:

- There is a clear statistical link between employee commitment, customer satisfaction with service, and an increase in sales.
- Customer satisfaction in itself, however, represents a weak link in the chain unless it is accompanied by customer loyalty (for example, an intention to spend again)

Line Manager pivotal

The report warns companies not to underestimate the value and business benefits of investing in employees. There is a clear business case for viewing them as real business assets rather than costs. Increasing employee commitment independently increases sales quite aside from the link via customer satisfaction. That puts much of the onus on line management, since they largely shape the day-to-day perceptions of employees, and that in turn means that line management training and support is a powerful lever to pull.

The study

IES worked with a major UK retailer to analyse employee, customer and sales data over two years. The study demonstrates the importance of a positive organisation culture, good line management, employee commitment and employee attendance to the effective working of the service-profit chain.

From People to Profits, L Barber, S Hayday, S Bevan. IES Report 355, June 1999. ISBN 1-85184-284-5; £19.95.

• AWARDS

Top US film festival awards gold to UK training video

The prestigious US International Film & Video Festival has awarded its 'Gold Camera Award for Training and Education' this year to The Industrial Society for its latest video based training pack, No Excuse: Beat Bullying at Work. This step-by-step guide to tackling bullying at work is the result of a unique partnership between The Industrial Society and the TUC, and has the endorsement of the CBI. Tony Morgan, Chief Executive of The Industrial Society says, 'Workplace bullying - in any form - is bad for business. It destroys teamwork, commitment and morale'.

For a free preview, contact The Industrial Society Customer Centre on 0870 400100.

Shell wins prestigious ASTD Excellence in Practice award

Shell UK Exploration and Production, advised by DDI, the international human resources consultancy, has been awarded a Citation for Excellence in Practice by prestigious ASTD for its radical culture change programme on two of its North Sea platforms. ASTD, the American Society for Training and Development, is the world's leading professional association in the field of learning and performance. Shell have worked with HR consultancy DDI to transform the workplace culture on two of its oil platforms and significantly improve productivity. When shell approached DDI in 1997, its aim was to increase productivity by improving employee involvement and morale. DDI developed a multi-strategy approach that included training in interpersonal and team skills, a communication programme, Systems and processes, and a redesign of work, roles and responsibilities. A year after the programme started, morale on the two platforms had improved and over 1,000 suggestions to improve working practices had been put forward. Bottom line contributions from the new ways of working were conservatively estimated at £19 million.

For further information contact Jean-Michel Beeching at DDI on 01628 810800 or Judith Munro at Shell on 01224 882000.

• INNOVATION

Search starts for new millennium's social entrepreneurs

Organisations are today called to join the search for social entrepreneurs to lead the UK in the new millennium. The School for Social Entrepreneurs (SSE) are calling on those in the voluntary and public sectors, and businesses involved in social or community activities, to become partners in the School, who are calling for student applications.

The School is especially keen for companies to be involved in the training initiative and benefit from students' innovative work.

Businesses may be interested in funding employees to become students or by becoming partner organisations themselves.

For further information contact James Smith, Director, School for Social Entrepreneurs on 0181 981 0300; Fax: 0181 983 4655; E-mail james.smith@sse.org.uk

QUALIFICATIONS

ISM accreditation awarded to Business Relationship Training

The Institute for Supervision and Management has recently awarded accreditation status to the Business Relationship Training (BRT) Programme. This ensures that all BRT participants will be able to benchmark against nationally recognised standards for management training. This independent quality assurance validates Business Relationship Training as the newest national mainstream development programme and ensures that the ISM-BRT certificate confers the confidence of a nationally recognised body. Students registering on the ISM-BRT certificate course automatically become student members of the ISM and can follow a documented upgrade path via BRT courses and ISM membership. ISM accreditation is especially relevant to Business Relationship Training as ISM is a professional management institute with a special focus on first line managers, team leaders and supervisors - exactly those Business Professionals that are involved in managing the wide spectrum of business relationships from customer/supplier to interdepartmental or inter-partner-company.
BRT teaches the principles of business relationships and their successful management.
For further information contact Ian Deavin or Karen Williams on 01525 752869.

DISTANCE LEARNING

Reduced fees for open and distance learning accreditation

Since publication of its Standards in Open and Distance Learning, last September, the Open and Distance Learning Quality Council has both strengthened and streamlined its accreditation procedures. More detailed guidance for applicants has been introduced, together with greater clarity in course assessment and more emphasis on independent evidence and corroboration. The success of these changes has enabled the Council to reassess and significantly lower its fees to applicants. Accreditation and re-accreditation fees are now set at £500 per day, with most accreditation's requiring between one and three days to complete, whilst the annual fee structure has been substantially simplified and overhauled, resulting in a lowering of fees by as much as 60 per cent in some cases. These reductions in costs, according to the Chief Executive, Dr David Morley, will help the Council extend accreditation to a much wider group of providers, and enhance the quality of the sector as a whole. And more individual learners will have access to the advisory, guidance and arbitration services of the Council.
For further information contact Dr David Morley on 0171 935 5391; email odlqc@dial.pipex.com www.odlqc.org.org.uk/odlqc

LEARNING CENTRE

ASDA stores of learning set to raise supermarket standards

In a three million pound investment ASDA has announced that seven specially selected stores - Hamilton, Bolton, Wakefield, Westbrook, (Warrington), Queslett (Birmingham), Taunton and Canterbury - will become Stores of Learning.

Trainees have been hand-picked for their outstanding management potential and will learn the ASDA way of working along with new retail disciplines on intensive 4-8 week courses. Once their training is complete they well be charged with passing on their knowledge to colleagues when they take up permanent positions in stores around the UK. Trainees are a mixture of home-grown talent and people new to the company, most taking the first step from hourly paid, shop-floor, colleagues to a management role. The £3m investment includes: the building of dedicated training rooms in all seven stores; the installation of PC and teaching equipment; two levels of senior management - the first dedicated to running the training programme, the second ensuring the store runs smoothly, and travel and subsistence funds for those away from home.
For further information contact Rachel Fellows, ASDA on 0113 241 8857.

COMMUNICATION

Business writing need not be boring

The written word is a potent business tool that is vital to the success of any organisation and its employees. A new book, Writing Well at Work (How To Books Ltd) gives step-by-step guidance on preparing, structuring and producing the wide variety of written material you will encounter in the workplace - from reports to emails and memos to magazines. The book includes numerous illustrations to provide readers with the knowledge to write and produce professional business documents that convey a clear message.
For further information contact How To Books Ltd, 3 Newtec Place, Magdalen Road, Oxford, OX4 1RE; Tel: 01865 793806.

RECRUITMENT

Ten ways to beat the skills shortage

Make your company 'cool', grow your own talent; and hold on to the good people you've got. These are just three points from a ten-point plan issued to help companies combat the skills shortage.

The professional recruiter's body, The Institute of Employment Consultants (IEC), has devised the guidelines. They follow reports of acute skill shortages in a number of sectors - some serious enough to restrict corporate growth by up to 30 per cent. Information technology, construction, healthcare, and marketing are among the sectors seriously affected whilst shortages are reported in almost every field experiencing growth - including the recruitment industry itself.

Advice offered by the IEC includes:

- Cut out ageism – consider whether someone older or younger can do the job. With age comes experience and wisdom whereas with youth comes energy and enthusiasm.
- Introduce flexible working – allow employees to vary their working hours and work from home on some days.
- Improve retention – try to keep the good people you've already got. Research shows that training and career development programmes encourage employees to stay.
- Promote from within – give people visible opportunities and role models, otherwise they will think that they need to change jobs in order to progress.

World leaders at WOLCE Conference

Two of the best known figures in the worlds of open and online learning will be giving keynote addresses at this year's World Open Learning for Business Conference and Exhibition (WOLCE '99), being held on October 6 and 7 at the National Exhibition Centre in Birmingham.

The respected author and behavioural psychologist, Dr Peter Honey will be there in person to discuss 'open learning and the individual' on October 6th; while the world's leading technology and learning futurist, Elliot Masie, will address conference delegates from the USA via a live satellite link on October 7th.

This year's WOLCE conference has three streams: examining key challenges for open learning, the effective implementation of open learning and on-line learning. *For more information about WOLCE '99 contact Olivia Loxham on 0181 394 5171 or visit WOLCE's website at www.distancelearning.co.uk*

Britannia logs on to on-line staff training

Britannia Building society recently launched a staff training facility for its 4,000 employees nation-wide with an up-to-the-minute, on-line training link to Stoke-on-Trent College. Britannia's Learning Centre will give staff full access to the college's training network and Britannia's own training materials. It will provide development on anything from management skills to learning French.

The centre will complement Britannia's existing provision for courses and on-the-job training.

At the launch, Graham Stowe, Britannia's chief executive said, 'Though the Learning Centre will be used for training that will directly benefit our business, there is a large library of material that isn't connected to work. We want to encourage an environment that recognises the value of learning and education, whatever the subject might be.'

CBT Systems awarded $5.7m interactive training agreement by Compaq

CBT Systems, a leading provider of interactive education's software for information technology (IT) training, has announced a three-year agreement at $5.7 million with Compaq Computer Corporation, a Fortune Global 100 company and the largest global supplier of computer systems, to provide interactive education software to Compaq employees. *For further information contact Angela Kyte; CBT Systems UK Ltd Telephone 0181 283 1800; Fax 0181 283 1803; Website www.cbtsys.com*

UK business closes gap with USA

New research shows UK business is forging ahead in e:commerce all but eliminating the clear gap with the US in business use of information technology. The annual Benchmarking Study recently published by the Department of Trade and Industry, shows:

- In just two years the number of UK businesses with websites has doubled
- Buying and selling on-line has trebled
- An additional 250,000 small businesses are now using networking technology
- UK has closed the gap with the US that existed when the benchmarking programme started three years ago.

The explosion in the use of networking technology by British business is great news for the UK. We are on target to meet our objective of one million wired-up SMEs much faster than anyone was predicting last year. The Internet is rapidly becoming a business tool as unexceptional as the telephone. The study was published as part of the DTI Information Society Initiative (ISI) - a programme designed to promote the beneficial use of information and communication technology across all sectors in the UK. *For further information Tel 0171 215 5000.*

Businesses face information revolution

British businesses are going to suffocate under an avalanche of paperwork under new laws due to come into force shortly, according to Kardex (UK) the country's leading document management specialists. Says Kardex's marketing director, Nick Tuggey, 'The Data Protection Act 1998 has staggering implications for British businesses but worryingly most seem completely unaware of the new laws'.

The Act, which follows the recent EI Directive on data protection, has been designed to allow individuals to keep closer tabs on what information is being held on them, what it is intended to be used for, and to have the opportunity to register their objections.

Strict new rules will govern what companies are allowed to keep on file and they will be forced to ensure paperwork is up-to-date, accurate and readily accessible, with no excuses for storing documentation which is no longer needed. *For further information on the Data Protection Act 1998 and what you business must do to comply call the Kardex helpdesk on 0800 317326.*

NTO puts case for Learning Council

A new National Learning and Skills Council should be formed to remove the artificial distinction between academic and vocational education, says NTO National Council's response to the government's post-16 review. The submission from Britain's 70 National Training Organisations (NTOs), which represent over 90 per cent of employers, calls for a more integrated and customer-focused 'architecture' for education and training, which is driven by employers and individuals, not institutions and suppliers. The NTO National Council response argues that industry sectors should have a far greater influence over the development and delivery of education and training than at present. NTOs are the nationally recognised voice of employers in their sectors, and are already working with employers to identify future skills needs. *For further information contact Claire Anderton on 0114 261 9926.*

Mindshop International goes on-line

Consulting group, Mindshop International Pty Ltd has just launched its first on-line consulting service. Mindshop OnLine is the first international Internet-based service of its kind, providing businesses large and small with a distilled 'best practice plan' and management structure. The service offers 24-hour access to a resource centre where you can tap into consulting and coaching support from professional advisers in areas such as family business, human resource management, sales development and executive coaching. Among the features of the on-line service will be access to 'brainstorming' and discussion of daily business challenges with like businesses around the world. Essentially this provides manager and business owners with a port of call for advice and business solutions 24- hours a day, seven days a week. *For further information contact Tracey Brooks or Rob Brown at Leedex on 01625 560194; Fax: 01625 574885; email Leedex@compuserve.com*

Peter Honey
BA (Psych), D Litt, Dip Ed, FIMC, FIPD, is a Chartered Psychologist and Management Consultant.
He may be contacted on 01628 633946, Fax 01628 633262; email peterhoney@peterhoney.co.uk
website: www.peterhoney.co.uk

Tom, Dick, Harriet and Sue

Peter Honey is grateful to **Sir Christopher Ball**, Patron of the Campaign for Learning, for inspiring this story…

Tom, Dick, Harriet and Sue are all 11 years old; they moved into secondary education on the same day having attended different junior schools.

Tom is a shy lad who lacks confidence. During his school career he has had a number of bruising experiences and has been ridiculed when trying new things. As a consequence, he has learnt to be cautious and to avoid risk. He listens to pop music in the privacy of his bedroom and dreams of playing a saxophone before an appreciative audience.

Dick has high self-esteem and is enormously confident – even conceited – about his abilities. His confidence means that he is usually the first to volunteer for something. He is very keen on sports and less interested in pop music. It has never occurred to him to play a musical instrument – he'd prefer to kick a football around.

Harriet is a self-conscious girl; she is constantly worried about what other people think of her and is anxious not to make a fool of herself. She lacks confidence and is easily embarrassed. She is an avid reader, has no interest in pop music and doesn't want to learn to play a musical instrument.

Sue is an outgoing, cheerful girl who has always found learning easy. Just about everything she turns her hand to she does well. She has learned that it's fun to try new things, and even when it doesn't work out she remains buoyant and puts it down to experience. Sue very much enjoys pop music and would love to play an instrument.

I break the story for a moment to pose a question. If you were a betting person, who would you put your money on to learn to play a musical instrument?

- Tom – who lacks confidence but wants to play.
- Dick – who has confidence but doesn't want to play.
- Harriet – who lacks confidence and doesn't want to play.
- Sue – who has confidence and does want to play.

I don't want to influence you unduly, but surely you'd have to put your money on Sue. Now let us continue the story …

It so happens that Tom, Dick and Harriet all begin at the same secondary school on the same day. The school, St Oaks (motto: 'Mighty oaks from little acorns grow'), has a policy whereby pupils in their first year are obliged to try a number of different activities for a term. After this trial period, they are free to decide whether to continue with one of these activities or to move on to another. One of the activities on the 'Try it' list is music. The music teacher at St Oaks radiates enthusiasm, runs a large school band and is splendidly empathetic – adjusting her teaching style to suit the needs of different pupils.

The teacher realises quickly that Tom lacks confidence and arranges for him to have private coaching sessions on the saxophone. After a term, Tom has made such progress that he volunteers to play a short solo at the school concert and is eager to continue his saxophone playing.

The teacher also realises quickly that Dick is there under sufferance and would rather play football. However, she gets Dick to accept, reluctantly, that since it is school policy he has no option but to experiment with musical instruments for one term. She suggests he tries the drums and gives him audio tapes of football songs to catch his imagination. Dick resigns himself to the inevitable and, to his surprise, finds that he is rather good on the drums. He also volunteers to play in the school concert and to continue with drum playing.

Additionally, the teacher realises quickly that Harriet lacks confidence and isn't at all interested in learning to play a musical instrument. She gently reminds Harriet that she has no option but to try it for one term and gives her a fascinating book to read about the way the Beatles worked together in order to produce their music. Gradually, Harriet comes around to the idea and, in the privacy of a small practice room, she starts to produce her own tunes on a keyboard. One melody is so good that, with the teacher's encouragement, Harriet agrees to have it recorded and played at the school concert. After the term, Harriet volunteers to continue with music.

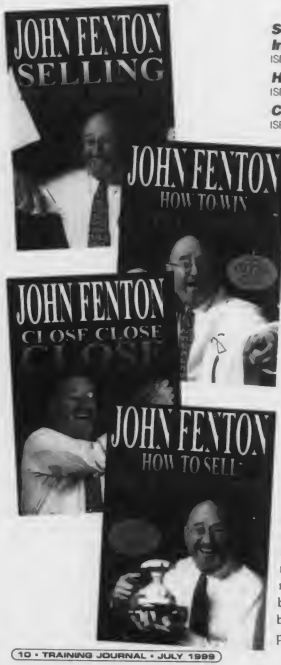
Sue goes to a different school, St Trinians (motto: 'League Tables prevail'), where there's no band and no music teacher. Sue, being a cheerful, confident person, busies herself with learning other things and, while she still enjoys listening to pop music, never gets around to learning to play an instrument. End of story.

Given the appropriate opportunity, Tom's confidence grew, Dick's willingness grew and Harriet … well, she just blossomed. Sue, on the other hand, without an opportunity to experiment, didn't learn a musical instrument. So the moral is that even when you 'force' people to have a go, with appropriate support and encouragement they can learn to become confident and to like doing something they would never otherwise have taken up. The answer lies more often in the opportunity and less often in the person.

Books

Reviews of new and recently released titles on **selling skills, facilitation skills, training evaluation** and **teamworking**

Ratings: ★★★★★ excellent; ★★★★ very good; ★★★ good; ★★ average; ★ poor



Selling: The Most Important Job in the World
ISBN 1-85252-233-X

How to Win New Customers
ISBN 1-85252-234-8

Close Close Close
ISBN 1-85252-238-0

How to Sell Your Higher Price
ISBN 1-85252-237-2

John Fenton
Management Books 2000 Ltd
£12.99 each

These four paperbacks are excellent value at £12.99 each and comprehensively cover the subject of 'selling' in a style and manner that is both refreshingly enthusiastic and comprehensive. Every sales and marketing office should have access to copies of these books not only for the content, which lays down common sense procedures to adopt, but also for the wealth of information and experiences explained throughout the text.

The style is sometimes anecdotal, and the comparison and stories are often suitable for after dinner speeches. I particularly liked the reference to a Wilbur Smith novel *Eagle in the Sky* in the book Selling: The most important job in the world. I recommend that this book be read first because it covers the attitudes and beliefs that are essential to the sales professional's role.

The books are lively and enjoyable, easy to read, with an infectious approach and text that flows easily over the topic. There are cartoons throughout the text, which highlight learning points and install a spirit of fun and mischief, which perhaps characterise the profession and/or the author, although I do not wish to stereotype salespeople. There is an index for reference purposes and some academic underpinning, but these are primarily hands-on working texts ideal for easy reading and comprehensive learning opportunities for the practitioner.

John Fenton is probably the best known salesperson the UK has ever produced. He created the Institute of Sales and Marketing Management, and has addressed UK national sales conventions, which earned him many accolades. He is President of the Institution of British Engineers, a Fellow of the Institute of Logistics and Chief Examiner of the International MBA School. His books are crammed full of practical ideas, which can be used immediately. The book series is an investment from which training and discussion can be developed or the books can be read and used on a standalone basis. ***SH***

Ratings:		*Clarity*	★★★★★
Innovation	★★★★★	*Usability*	★★★★★
Readability	★★★★★	*Value*	★★★★★

Your reviewers...

Leslie Rae
Contact Leslie at Elray Associates, 29 Laburnum Grove, Sheffield S21 1GR Tel: 0114 248 3725

Steve Holman
Steve is Senior Lecturer at Manchester Metropolitan University, Department of Retail and Marketing. Contact him on 0161 247 3989

Diane Bailey
Diane can be contacted at Diane Bailey Associates, 105a Yorkshire Street, Rochdale OL16 1DR Tel: 01706 659299

Facilitation Skills

ISBN 0-85292-739-9
Frances and Roland Bee
Institute of Personnel Development, IPD House Camp Road London SW19 4UN
Paperback £13.95

This book, part of IPD's *Training essentials* series, starts by drawing parallels between Theory X (McGregor 1961) and its view of people and work, and a directive, trainer-centred approach to training. A further link is made between Theory Y (McGregor 1961) and its tenets, and what the authors of *Facilitation Skills* call facilitative approaches where responsibility for learning lies mainly with the learner.

Chapter 1 deals with differences in behaviours and outcomes between facilitative and directive approaches to training. Points about neutrality, risk and the difficulty of relinquishing control are clearly made. If Chapters 2 and 3 had not followed immediately, I might have been mildly critical of the somewhat theoretical approach of Chapter 1, but this is compensated for by the ideas relating to getting alongside the group (Chapter 2) and picking up signals from the group (Chapter 3). Useful (if, on occasion, somewhat basic) ideas are offered on:

- how we communicate
- building rapport
- using body language and matching language (the latter leans towards NLP speak).

The authors define four core skills of facilitation, although I would have added a fifth – that of staying neutral and objective.

Chapter 3 deals effectively with questioning and listening, and offers some useful exercises, while Chapter 4, titled 'Behaving as a facilitator', was a disappointment in that it offers a brief resumé of transactional analysis and posits that this throws light on the facilitator – group relationship. It may be one way of doing so, but for the new and anxious facilitator building experience and confidence it is not the only, nor necessarily the best, model.

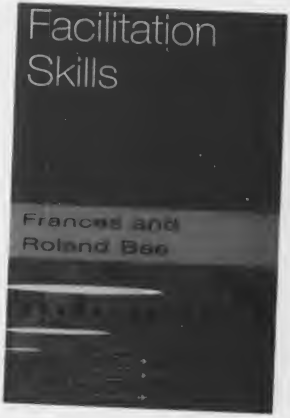
Chapters 5, 6 and 7 deal with the business of designing learning sessions, and offer good processes for facilitating groups and reviewing their activities. Additionally, they offer useful advice on ground rules, environment, structuring feedback and so on.

Chapter 8 offers five pages on facilitating your own development. While the self-feedback questions provided are useful, I felt that this chapter was weak and never really progressed beyond the obvious.

Moving on to the appendices, these provide brief but effective introductions to such techniques as SWOT and fishbone analysis, forcefield analysis and brainstorming.

The style throughout this publication is clear and accessible, despite one or two 'awkwardnesses' due to the constant use of 'we'. Each chapter ends with a useful summary and contains either examples or exercises, or both. These all add to the content.

Having read the book with interest, I am left feeling somewhat ambivalent. On the one hand, it seems little more in places than a rapid canter through such well-known models as Kolb's learning cycle, theories such as NLP and TA, and basic approaches to questioning and listening. On the other hand, it is an effective basic-level summary of what facilitation is in terms of learning events. The book might have been improved had facilitation of other events been addressed – for example, business meetings, brainstorming or design events. None the less, this is a useful read and reference for anyone – trainer or manager – new to facilitation as a technique. ***DB***



Ratings:			
Innovation	★★★☆☆	*Clarity*	★★★☆☆
Readability	★★★☆☆	*Usability*	★★★☆☆
		Value	★★★☆☆

Evaluating Training

Sharon Bartram and Brenda Gibson
Gower. A4 loose-leaf and A4 hardback. 168 and 170 pages. £95 and £55 each
ISBN 0 566 07805 8 and 0 566 07916 X

This publication, offered in two formats, is essentially a collection of activities for use in measuring the results and impact of training on people, departments and organisations. It is in two parts: the first contains general advice and guidance on evaluation; the second, the more extensive, is a collection of 24 measurement instruments. The guidance parts looks briefly at such evaluation topics as:

- the key elements behind evaluation
- the organisational culture
- the value of training
- people's readiness for learning
- the purpose of evaluation
- an evaluation strategy, and
- an evaluation audit action plan.

The activities/ instruments, organised in two groups – 18 measuring results and six measuring impact – cover the complete range of evaluation issues from training needs analysis, training design and training methods, through trainer, self- and learner-assessment, outcome assessment, learner assessment and learner reactions, to a learning journal and an impact questionnaire.

The majority of activities have a questionnaire as the basis of the interactions, whether these are individual, one-to-one (trainer with learner or manager), in small groups or in full groups. Each activity is formatted with a standard approach of:

- a detailed description of the activity
- timing within a programme (prior to, at the start of, during, at the end of, and after the events)
- materials required
- methods (clearly shown for different approaches)
- directions for using the activity/ instrument, and
- consolidation (a discussion or self-discussion on the implications of the activity/ instrument results).

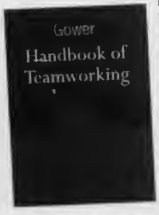
This collection of resources is an excellent supplement to a source book on the subject of validation and evaluation (modesty forbids the reviewer to suggest a suitable one!) enabling the trainer to put an extensive range of optional approaches into action, as opposed to the simple issue of a questionnaire or reactionnaire.

Well recommended for the practical library of every trainer, training manager, and manager or team leader who is involved in results-audits and so on. ***LR***

Ratings:		*Clarity*	★★★★★
Innovation	★★★★★	*Usability*	★★★★★
Readability	★★★★★	*Value*	★★★★★

Handbook of Teamworking

Edited by Roger Stewart
Gower, 1999
Hardback. 530 pages. £65
ISBN 0 566 07968 2



At one time groups of employees were banded together, often performing disparate tasks but under one or more supervisors and a manager. Each person had his/her own job and in many cases jealously guarded the skills required for that job – sometimes to the extent of secrecy. In more recent years, the concepts and practices of project groups and, in the longer term, teams developed until, at least in more enlightened organisations, the team approach is almost universal. Considerable time and money is expended on the devlopment of teams with the use of external consultants, internal trainers and existing team leaders, and there is much literature on the many aspects of the subject. The value of this book is that it draws together all facets of teamworking covering the entire spectrum.

The 32 chapters are banded together in four parts – Teams and the organisation, Understanding teams, Managing teams, and Teams and technology – written by 30 contributors 'who have been carefully selected to represent a variety of backgrounds and viewpoints'. (I place this statement in quotes because I am one of the contributors!)

The chapters cover a range of subjects including:

- creating a team-based organisation
- transient teams and organisational structure
- team needs analysis
- choosing, joining and leaving teams
- leading team meetings
- using management games
- making the most of new technology,
- information systems and cultural change.

The text, albeit written by a wide range of authors in necessarily different styles, has been standardised as far as desirable by the editor into a very readable collection, amply accentuated with checklists, diagrams, models and recommended reading lists. Because of the eclectic nature of the collection, the editor concludes the book with a masterly postscript that pulls it all together, describing the key stages in team development.

If you have anything to do with teams and their development, whether as a trainer or a team leader, this up-to-date account of practices and techniques is essential reading. ***LR***

Ratings:		*Clarity*	★★★★★
Innovation	★★★★★	*Usability*	★★★★★
Readability	★★★★★	*Value*	★★★★★

double act

When it comes to creating effective solutions, two heads are better than one.

TEC NATIONAL COUNCIL

That's why the Construction Industry Training Board has been working closely with the TEC National Council on a strategic framework for co-operation between the new construction NTOs and local training and enterprise initiatives. This protocol will help ensure that training provision meets the needs of the construction industry.

To find out how we are building the Perfect Partnership between the construction sector and the TEC movement, visit Stand 461 and attend 'Fringe 3 – Developing Regional Partnerships' at the TEC 99 Conference & Exhibition, 1-2 July, Stakis Metropole Hotel, Birmingham. Or phone Lester Greenacre on 01485 577789 for our free information pack.

NATIONAL TRAINING

CITB

www.citb.org.uk

Readership **survey**

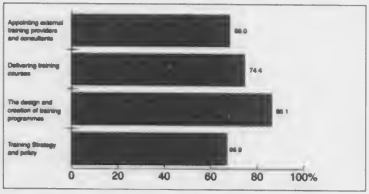
In this feature we summarise the results of the readership survey undertaken in May 1999. The survey questionnaire was mailed to the entire subscriber base. Participation in the survey was extremely high with just over 20% of survey questionnaires returned. The results indicate that Training Journal provides information that is closely related to trainers' responsibilities. The survey also reveals a high level of satisfaction among the journal's readers but shows that there is room for improvement. We commit ourselves to making the changes that will bring about these improvements. Thank you to everyone who returned a survey questionnaire.

PRIZE DRAW WINNER!

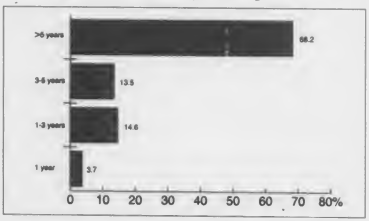
Everyone who returned a survey questionnaire was entered into the survey draw for the chance to win a Fenman training video of his or her choice. The lucky winner was Jon Seth, Staff Development and Equal Opportunities Manager (Education, Arts and Libraries) Bedfordshire County Council. As his prize, Jon selected the Fenman video Managing with Style.

The first part of the survey was designed to help us learn more about our readers. Specifically we were interested in areas of responsibility, experience and what positions our readers hold within their organisations.

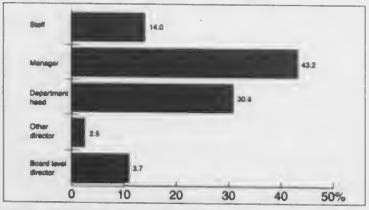
Which of the following are you directly responsible for?



How long have you been working in training?

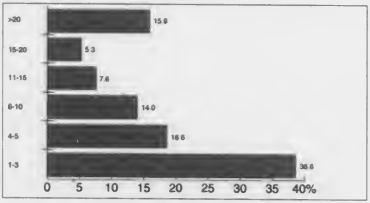


What is your status within your company or organisation?

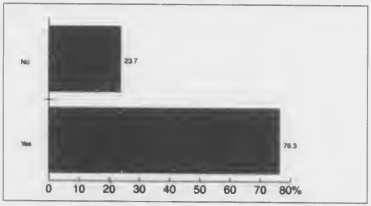


In the next part of the survey we wanted to get a clearer picture of the size of training departments and to what extent learning centres form part of the training mix.

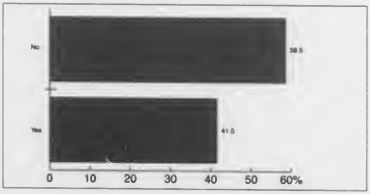
How many people, excluding secretaries or non-training administrative staff, work in your department?



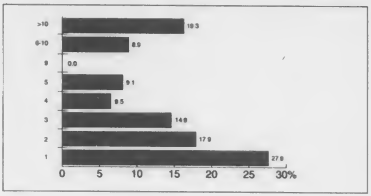
Is yours the main/central training facility in your organisation?



Does your organisation have a learning centre other than at the location where you work?

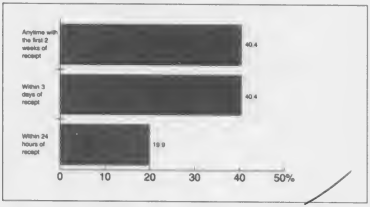


How many learning centres does your organisation have?

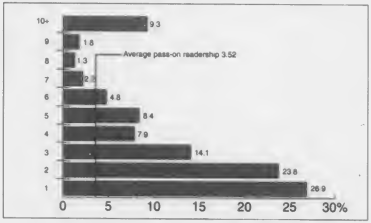


Then we aimed to discover when the journal is read, what its pass-on readership is and what happens to it once it has been read.

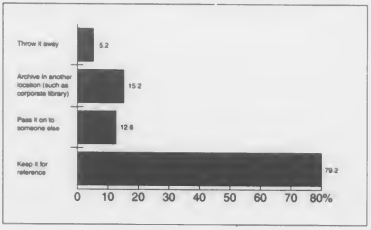
When do you read your copy of Training Journal?



How many people read your copy of Training Journal?

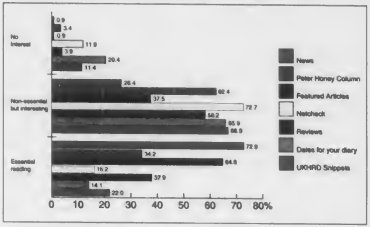


What do you do with Training Journal once you've read it?

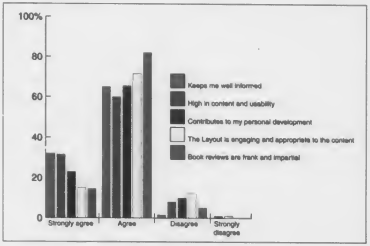

Throw it away
Archive in another location (such as corporate library)
Pass it on to someone else
Keep it for reference
5 2
15 2
12 8
79 2
0 10 20 30 40 50 60 70 80%

Finally, we were interested to find out which sections of the journal are most read, how our readers perceive the journal and what most motivates them to subscribe.

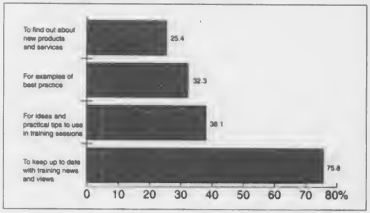
Please rate the following sections of Training Journal



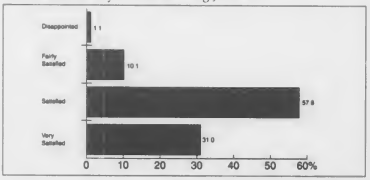
Please indicate how much you agree or disagree with the following statements.



Why do you subscribe to Training Journal?


To find out about new products and services
For examples of best practice
For ideas and practical tips to use in training sessions
To keep up to date with training news and views
25 4
32 3
38 1
75 8
0 10 20 30 40 50 60 70 80%

How satisfied are you with Training Journal?



The 'right' type of leader

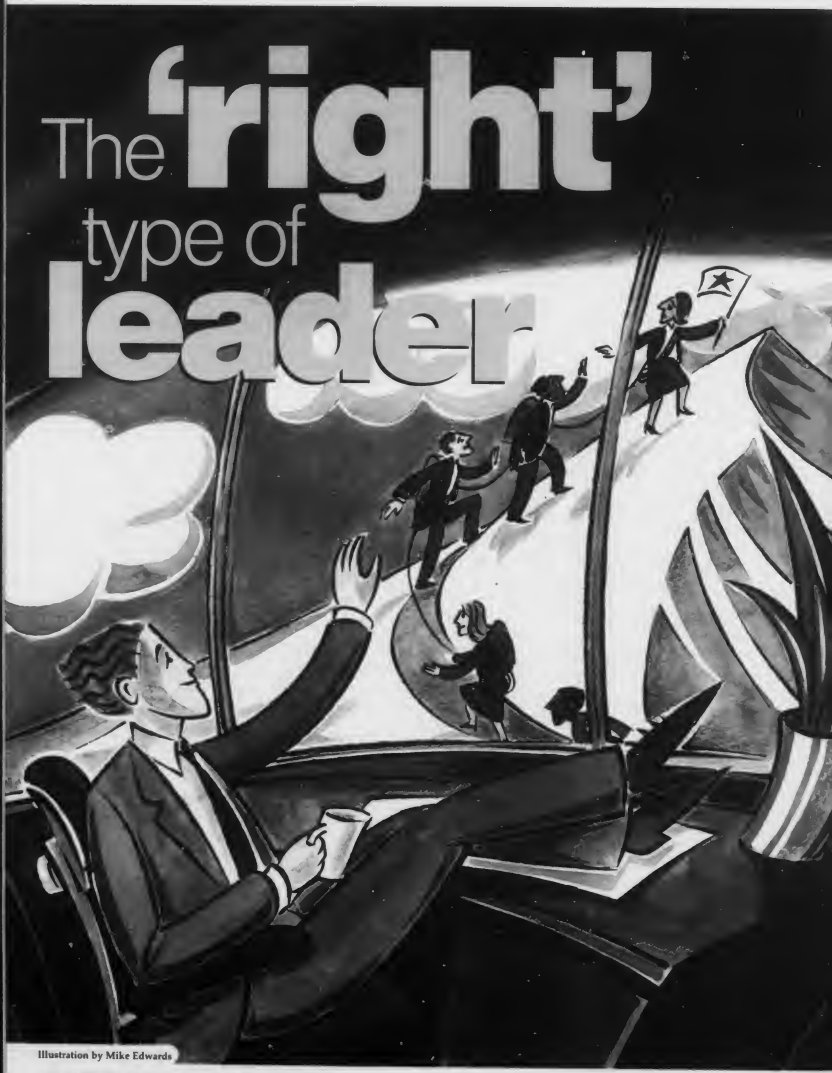


Illustration by Mike Edwards

In her common-sense approach to leadership, **Mrs Steve Shirley** OBE examines the aspects of personal values, business leadership and gender difference.

Divide and rule may have been a useful maxim for the court of the Borgias, but it would be a suicidal one for those of us who are trying to cause and manage change today. Change will happen if you have the will – though it may take a lifetime. People usually achieve more than they think they can. Power certainly belongs to those who use it. But do budding leaders have innate power that makes them into leaders, or do they inherit power once they become leaders? Whatever the balance of truth, with power, you have influence. You can cause change. You can make things happen.

No matter how inspiring leaders are, it is teamwork that carries forward the vision. All my life I have delegated the execution of my vision to others – and gained personal strength by embracing the concept of empowerment. As with love, it is more about giving than taking. People you lead have to recognise that they, too, have power. The aim is for people to say: *The leader did nothing; we did it all ourselves.*

Indeed, in democratic societies, leaders also follow – they follow the democratic will. It was the French statesman, Talleyrand, who put this most succinctly: 'They are my people,' he said. 'I must follow them because I am their leader.'

The classic model of leaders and followers is based on the military command and control, a ➤

Mrs Steve Shirley OBE

In her common-sense approach to leadership, **Mrs Steve Shirley** OBE examines the aspects of personal values, business leadership and gender difference.

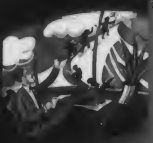
Divide and rule may have been a useful maxim for the court of the Borgias, but it would be a suicidal one for those of us who are trying to cause and manage change today. Change will happen if you have the will – though it may take a lifetime. People usually achieve more than they think they can. Power certainly belongs to those who use it. But do budding leaders have innate power that makes them into leaders, or do they inherit power once they become leaders? Whatever the balance of truth, with power, you have intluence. You can cause change. You can make things happen.

No matter how inspiring leaders are, it is teamwork that carries forward the vision. All my life I have delegated the execution of my vision to others – and gained personal strength by embracing the concept of empowerment. As with love, it is more about giving than taking. People you lead have to recognise that they, too, have power. The aim is for people to say: *The leader did nothing; we did it all ourselves.*

Indeed, in democratic societies, leaders also follow – they follow the democratic will. It was the French statesman, Talleyrand, who put this most succinctly: 'They are my people,' he said. 'I must follow them because I am their leader.'

The classic model of leaders and followers is based on the military command and control, a ➤

***Mrs Steve Shirley OBE**, Life President of FI Group PLC, arrived in England as an unaccompanied child refugee in 1939. In 1962 she founded FI with just £5. This innovative business technology company is now in the FTSE 250 with over 4,000 FTE staff. Since she retired, Steve has been applying her commercial experience to the voluntary sector.*



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Good leaders are not always leaders for good. From my own experience, as a survivor of Hitler's holocaust, I know that power can also be negative. I passionately hold ethics high on my list because ethics moderates power and directs it for good. Leaders become accustomed to people disagreeing with them, sometimes violently. This was summed up by the American journalist and broadcaster Ed Murrow in a 1950 speech on democracy and change: 'Where there is imperfection there must be change And to produce change, unless it is imposed by tyranny, there must be a difference of opinion; there must be opposition; there must be pioneer thinking; there must be freedom to criticise; there must be the unremitting conflict and testing of ideas.'

Values

Along with ethics, we have to obey the law in spirit as in fact. You perhaps know the kind of situation – a hint that personal favours will be given in return for turning a blind eye or putting a word in the right ear. Even when you are not sure what is for the best, by acting in good faith, you can take the wrong steps yet progress in the right direction. But you cannot be a leader unless you act. Thinking is not enough.

A key responsibility of a leader is to take up causes. For example, some years ago in the UK we had a spate of people wrongly imprisoned because of evidence being falsified or withheld. The police were under incredible pressure to secure a conviction. It's generally when the pressure is on, or panic sets in or actions become dictated by hysteria (as in war), that innocent people suffer.

A few individuals dedicated to seeing justice done spent years digging up new findings and lobbying for those cases to be reopened. Eventually, those responsible for reviewing the cases listened. The two key words here are 'eventually' and 'listened'. Leaders must not be too busy being visionary, inspirational and full of themselves to sit down, listen and think straight. Those miscarriages of justice are dramatic examples of how a system can be derailed. There never was such truth as in the saying: *All that is necessary for evil to thrive is for good people to do nothing.*

Taking up causes and acting on issues also means recognising that organisations are but a group of individuals. And it is individuals, not organisations, who make things happen. It took me an age to realise that to get things done often all I needed to do was talk to people!

I believe that the more you use your moral courage on small issues, the easier it becomes to use it on big things. The less you use it on little things, the more difficult it becomes to use it on big issues. A hero of mine taught me that, 'of course', physical courage is just the reverse. It is more like a bank account: the more you use it, the more likely it is to become overdrawn. The more you are stressed, the less you are able to cope.

Acting on what is right means being strong and determined to stick to principles even when faced with inordinate temptation. The human failings of greed and sex are particular culprits that have put paid to the careers to many leaders. As each scandal breaks, I get the feeling that the people involved thought: 'No one will ever find out.' But, of course, it is not so. As a leader you become public property because gossip and rumour are powerful currency in palaces or prisons, parliaments or parade grounds.

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Business leadership

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When you look at the television or read the papers, you would think business was all about economic indicators and balance sheets. But it is people, not organisations, who make the business world go round. It is people – with all their strengths and failings – who are the powerhouse at every level of business life. The creative spark for new enterprise comes from people. It is always their drive that brings it to life. And it is their

Guidelines for would-be leaders

- Do whatever you do as well as you possibly can
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Experience shows that people will do their best for a leader and that 10 well-led people will easily outperform a team of 30 who are 'merely' managed. I cannot resist the opportunity to give two tips from the top for managers who want to develop into leaders:

- first, redesign your appearance to look more like a leader (this applies especially to women)
- second, improve your performance by raising your level of energy.

I was not constrained in founding my company, and was able to come up with new ways of marketing the products, new ways of staffing and financing the business, and new ways of servicing the customers better. But the freedom to innovate also allows the freedom to make a lot of mistakes. Every leader has to have the gut qualities to cope with failure.

And no matter how brilliant the ideas one has, they come to nothing without application and persistence. One way of stoking the fires when they dwindle is to bring to mind leaders you admire. I am not only thinking of famous people such as Winston Churchill and Nelson Mandela but also, in particular, of a woman who is in a wheelchair but who has so much get-up-and-go that she inspires me to do likewise.

The constant need to rethink and relearn makes leadership a heavy strain, not least on one's natural inclination to be seltish. I've found that you need to be selfish, but to go beyond self. Healthy selfishness is about investing in your mind, body and spirit to ensure you own self-preservation and development. Sometimes you really do have to dredge up reserves from the depths – for example, when it is an 'off' day but there's a major task on which your team has worked for months and it has to be completed, or when your group has suffered a major setback. Then what frequently happens is that you just seem to be getting over the worst, when a new set of problems conspires to test you again. It's rather like climbing triumphantly to the peak of a hill only to find it isn't the top after all and that there is another, higher summit still ahead. In industry, having a long-term vision is becoming commonplace, with such thinking being distilled into business plans and strategy documents. Use this concept as an example and write down your personal vision for the millennium. What contributions do you need to make to give reality to the vision? Success comes from knowing where you want to go.

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- women scored higher on leadership scales measuring an orientation towards production and the attainment of results; men scored higher on scales assessing an orientation towards strategic planning and organisational vision.
- women were seen as operating with more energy, intensity and emotional expression, and a greater capacity to keep others enthusiastic and involved; men were seen as more likely to maintain a low-key, understated and quiet interpersonal demeanour through the control of emotional expression.
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Since strategic thinking is so important to leadership, female managers could well benefit from additional training in strategic analysis and planning, and the persuasive skills to sell ideas. Similarly, male managers may benefit from additional training in interpersonal, relational skills that focus on empathy, listening skills, sensitivity to interpersonal differences, and the ability to give effective and constructive feedback.

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MD: In your latest book, *Working with Emotional Intelligence*, you provide anecdotal, scientific and empirical evidence in support of Emotional Intelligence being a major contributor to an individual's level of success. Trainers have long been involved in designing programmes and delivering training for interpersonal skills development. How does Emotional Intelligence differ?

DG: Emotional Intelligence is within the domain of personal or interpersonal skills. It doesn't differ in that regard. What it brings to the table, however, is a new understanding of the underlying brain mechanisms involved in this range of human ability and what the implications of that are for effective training so the model itself suggests how to do the job better.

People have not made a clear distinction in training methodology between kinds of abilities, technical skills and the domain of personal abilities – interpersonal skills, that I call Emotional Intelligence – but the brain does, and ignoring that fact in the design of training can produce disastrous results... disastrous in the sense of people going through programmes that make no difference, where there's no sustained learning, where there's no transfer from training to on-the-job performance.

Now, unfortunately, that sort of disaster is all too common in the field today. I don't think that the field can afford to make that mistake any longer. I think standards are being raised by people taking a harder look within companies at how development dollars are spent.

MD: So you're pointing the finger at traditional methods of training?

DG: Well, at the failure to make a distinction between the methodologies that are appropriate for cognitive skill and for technical abilities as opposed to Emotional Intelligence. Emotional Intelligence, unlike the cognitive and technical abilities, entails a more primitive part of the brain, the limbic centres – the emotional brain. The emotional brain learns differently than the neo-cortex, where technical skills and cognitive

Intelligence: y forward

abilities reside. The neo-cortex learns fine in the classroom model, or from a book or from a CD-ROM. In other words it learns quickly, it can learn in a single trial, its mode is associational. It ties new knowledge to an existing network; that happens very quickly in the brain.

The emotional brain learns in a completely different mode, through repetition, through practice, through models. In other words, it learns through a model which is that of habit change – and that being the case, people need a certain set of elements in a training approach if it is going to be effective.

I describe these elements in Chapter 11 of my book; the consortium that I co-chair has a technical paper on them, too. Some of the basic ones are that people have to be motivated because this sort of training takes time and effort, and if you don't motivate people, they won't make the effort.

It takes practice on the job and sustained practice over several months. You are not going to do this in a day or a weekend workshop. In other words, you need to give people enough support for sustained practice that they can make the critical change in the underlying neuro-circuitry that supports the new habit, the better way of doing it.

It's like trying to teach piano by giving someone a single lesson and not having them come back and practice every week. Nothing will happen. The person will have experienced, once, *almost* playing the piano.

MD: Staying with this sustainability of change in people, can trainers realistically expect to develop Emotional Intelligence under the current model?

DG: What is the current model? The one that I'm criticising?

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MD: So what new skills do they need to acquire and what new processes do they need to adopt?

DG: Well, the consortium estimates that in the US, companies are wasting five to 15 billion dollars a year on training in the current model that has no effect on sustained, on-the-job improvement in the skills that are purportedly being trained. It's a lot of money. It's a scandal. Actually I think it's more than that; it's a wake-up call that we have to raise the standards in the field.

What skills will we need to acquire? Well, I don't know that trainers will need new skills. I think they'll need to re-think the methodology that they're using and build into training programmes, for example, sustained practice, individualised learning plans, motivating and taking the time to motivate people, finding ways to give people precise feedback on their profile of abilities, their strengths and limitations. In other words, all of that is within the current arena.

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MD: The change in methodology that is required, is it more akin to the psychotherapist–patient model?

DG: Well, you know, you're talking about the coaching model. I think the coaching model does handle this or it can be made to handle this. The coaching framework, basically, gives you sustained contact – regular contact at certain intervals with people over which time you help to track their progress and encourage them and coach them and so on, and that's a very good model.

I don't think it need be one to one; it can be in groups, it can be a learning partner, it can be on-line meetings. In other words, people can have a kind of sustained support and advice, and it needn't be in the highly expensive mode of coaching.

MD: In your presentation to the ASTD conference in Atlanta you said that to improve just one area of Emotional Intelligence is a process that can take between three and six months. Are you able describe the types and ranges of activities an ➤

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MD: In your presentation to the ASTD conference in Atlanta you said that to improve just one area of Emotional Intelligence is a process that can take between three and six months. Are you able describe the types and ranges of activities an ➤

➤ individual will undertake, and how much off-the-job time is required during this cycle?

DG: The programme that I'm most familiar with is one that builds on the work of Richard Boyatzis, who's been doing it for many years at Case Western Reserve, in the School of Management there as well as with companies. He and I have modified it and now offer it through the HayGroup. That model, for example, has people go through a 360-degree assessment as pre-work, be presented with the findings over two days in a way that helps them digest it well and use it as a motivational tool to focus on what they want to do, what they want to improve.

They then go back to work, reflect on that, and start thinking about what it is they want to work on; come back for another two-day session, or a day-and-a-half session, and during that time develop a learning plan for themselves. Then they go off and practice that – that is, to pursue the plan, which has a set of specific manageable goals for them over several months with some booster sessions, which are optional.

People have individual roads to excellence and there are different combinations that seem to work.

There might be a booster day three months later and so on, or there might be a coach, or there might be learning partners or there might be a team. In other words, they do it as part of a process where they have someone else to talk to and that can go from three to six months, or sometimes up to nine months, depending on who the person is and what they're working on.

Now, the good news is that Boyatzis has data from his executive MBAs showing that not only does this process produce improvements – on-the-job performance improvements, on the competence that people are working on, the target competence – but that that has sustained three years or more after the training. He's done a follow-up report now, and even more exciting is the discovery that people begin to develop new strengths in new areas on their own. That is, learning becomes self-sustaining once people get the hang of how to do this, which I find extraordinarily exciting.

MD: I think most people understand that learning to learn is an important, if not crucial, part of the learning cycle.

DG: That's implicit of the whole process. It's the first time people learn how to learn in this domain, typically.

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As well, you could get an objective set of measures, maybe assessment centre data. But that becomes time-consuming and expensive and so I'd say, just from the point of view of economy, probably the best buy is a 360-degree because it gives you the advantage of multiple perspectives without taking up all that much time.

The 360-degree that we use – the ECI 360-degree that Boyatzis and I developed – has an interesting feature, the 'tipping point'. Not only do people get a profile of whatever one sees as their strengths and weaknesses, but also within that, they're evaluated on the tipping point, a critical juncture at which a competence becomes extremely potent. The basis of this is David McClelland's data, in a posthumously published paper, where he had discovered that if you have strengths on six or more Emotional Intelligence competencies, at least one from each of the main domains of self-awareness and self-management, social awareness and social skills, it made an enormous difference. It was like a critical mass in terms of job performance.

For instance (and this is the data from the International Beverage Company that I talk about in my book), division leaders who had strengths in six or more competencies above this tipping point had divisions that outperformed yearly revenue targets by 15 to 20 per cent and if they didn't have the critical mass they under-performed by about the same margin.

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MD: One eminent professor of psychology is quoted as saying that Emotional Intelligence is like a fad, and like any fad that highlights one factor in a complex system, it is bound to fail. What is being done to elevate Emotional Intelligence from the process stage where fads begin and end?

DG: Well, I don't agree with his premise. This isn't just some idea that I made up. This is actually a distillation of data that's been collected over two decades at hundreds of organisations including most of the Fortune 1000 companies. In other words, the argument that the competencies that fall within the Emotional Intelligence domain are twice as important as technical skill plus IQ and cognitive ability combined, in the ingredients that set outstanding performers apart from average (that is, the distinguishing competencies) is based on data which is massive, which is from close to 500 organisations and for jobs of all kinds. That's not a fad, that's a fact.

I think that the empirical basis, the argument for the importance of this, is so strong that it's more like a law than a fad – that is, a basic principle – and therefore I wouldn't agree with the premise of the question. You might rephrase the question.

MD: So if there is irrefutable evidence ...?

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MD: Let me put it this way, then. Simply because something is right or good doesn't necessarily mean it will be adopted. What will it take, in your opinion, for Emotional Intelligence to become a permanent, universally acknowledged and applied method for improving workplace performance?

DG: Well, that's a good question. I think it will take education of top management in the importance of this range of ability. I think the educational effort is very crucial because most of our socialisation about abilities and skills happens during the years when we're at school, when there's an unspoken bias at work. It's the bias of the academic: that the abilities that are important to me are the abilities that matter the most. And as it happens, of course, cognitive ability and IQ predict most strongly how well you will do as an academic or in academia – who will get the best grades and so on.

However, as you move into the world away from academia, it turns out that IQ predicts less and less who will succeed. What it does always predict is what job or field you can hold a job down – that is, the complexity of which field you have the cognitive ability to handle well. But it doesn't predict at all how well you will do, how

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MD: This will require a long, sustained process of re-education.

DG: Well, I think that it needs to become more widely known, become part of what people are taught about, for example, in professional school. I think the professional schools should re-think what skills they are giving their graduates. Many of them are, actually. They understand that if they want people who are going to be leaders in the field, whatever it is – engineering, law, medicine, MBAs – they need to help people with this range of skills as well as the analytic abilities. Otherwise they're just training people to be good enough to hold the job, not be outstanding.

References:

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➤ individual will undertake, and how much off-the-job time is required during this cycle?

DG: The programme that I'm most familiar with is one that builds on the work of Richard Boyatzis, who's been doing it for many years at Case Western Reserve, in the School of Management there as well as with companies. He and I have modified it and now offer it through the HayGroup. That model, for example, has people go through a 360-degree assessment as pre-work, be presented with the findings over two days in a way that helps them digest it well and use it as a motivational tool to focus on what they want to do, what they want to improve.

They then go back to work, reflect on that, and start thinking about what it is they want to work on; come back for another two-day session, or a day-and-a-half session, and during that time develop a learning plan for themselves. Then they go off and practice that – that is, to pursue the plan, which has a set of specific manageable goals for them over several months with some booster sessions, which are optional.

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There might be a booster day three months later and so on, or there might be a coach, or there might be learning partners or there might be a team. In other words, they do it as part of a process where they have someone else to talk to and that can go from three to six months, or sometimes up to nine months, depending on who the person is and what they're working on.

Now, the good news is that Boyatzis has data from his executive MBAs showing that not only does this process produce improvements – on-the-job performance improvements, on the competence that people are working on, the target competence – but that that has sustained three years or more after the training. He's done a follow-up report now, and even more exciting is the discovery that people begin to develop new strengths in new areas on their own. That is, learning becomes self-sustaining once people get the hang of how to do this, which I find extraordinarily exciting.

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Paint in the

Presenting training material through drama has always been effective but it can also be expensive. **Michael Bartlett** explains how the under-used resource of audio drama can bring training material to life and engage the attention of the audience without breaking the bank, and **Steve Pitt** outlines how a 'betting shop soap opera' transformed the training programme of Ladbrokes Racing.

Whether our personal taste lies with the novels of Catherine Cookson, the complete works of William Shakespeare or a soap opera like *Neighbours*, we all love a good story – partly because we want to be entertained and partly because most of us like having a glimpse into the lives of other people. We enjoy getting to know a group of characters, finding out what happens to them, and watching how they cope with their triumphs and disasters. Why else would 16 million people a week watch *EastEnders* and *Coronation Street*?

The concept of using drama in training is hardly new but it usually appears in the form of video. This is extremely effective but carries a price tag and also requires the user to sit down in front of a screen, whether in a live training group, in a resource centre or at home. Much of the video training is also generic rather than specifically set in one particular company or organisation. Audio is more flexible than that. There is an old – probably apocryphal – story in BBC circles that talks about the child who, when asked if she preferred radio or television plays, said: 'Radio – because the pictures are better.'

Radio – or, in this context, audio – certainly allows those listening to paint their own pictures in the mind, but as a medium it has a number of other advantages. First, it is very cost effective. True, you need a good writer – writing natural

Michael Bartlett is Managing Director of the audio production company Business Sound Ltd. He was a radio drama and documentary producer for the BBC for several years, and is also a writer with much radio and television work to his credit, including *The Archers*. Michael can be contacted on [illegible].

Steve Pitt is Human Resource Development Manager with Ladbrokes Racing Ltd. He has a Master's degree in Human Resource Development and in his current role has responsibility for training over 10,000 staff. He can be contacted on 0181 515 5184.

dialogue for the ear is a particular skill. You also need actors. 'Rogues' and 'vagabonds' they may be, but they still need paying.

On the other hand, you don't need locations. You can move from the factory floor, to the MD's office, to a ride on a bus, simply by changing the background sound effects. You also need fewer actors. One actor can often play several parts by changing his or her voice, and as there are no lines to learn rehearsal time is shorter. Finally, the unit cost of duplicating audio is very competitive, which means that more people can have their own copy to listen to.

But cost is not the only reason that audio drama is effective. The end result can be used anywhere, for example:

- in the car while driving
- on a personal stereo on a train
- even while lying in the bath if you're very keen.

t ing pictures mind

The technology is readily available to everyone, which means you can gain all the advantages of drama-led training at an affordable price.

How audio drama works

So how does audio drama work in practice? There are many different ways but as a case study of one used in training let's look at *Race for Excellence*, a series of training modules produced for Ladbrokes Racing.

Ladbrokes has around 1,900 shops throughout the UK. This geographic spread means there is a risk that training standards will not be consistent, so it was decided to produce training materials centrally. Ladbrokes had previously used text-based materials to train shop staff but although the content was right, the delivery mechanism was too passive. The company subsequently decided it wanted a new, creative, imaginative approach to training delivery. Initially the need was to train cashiers in a variety of skills very quickly. These included such things as:

- the culture of the company
- the range and details of all the bets on offer
- how to handle different kinds of customer
- the law relating to health and safety in the workplace
- other legal requirements.

There was also the problem that many of the shops only have two or three staff, so there was no question of people going away on a training course. The training had to be delivered in the shops. The solution the company chose was to use audio drama. A story was developed around a group of Ladbrokes characters, and all the training information needed was incorporated into the dialogue in an entertaining and involving way. In short, a company soap opera was created.

The first stage was a series of six modules to train cashiers. There was a case of four (trainee cashier, senior cashier, shop manager, security manager – all other parts played by members of the cast). The complete course consisted of six audio cassettes, each one supported by a short court book with a bullet-point summary. In addition, there was a workbook that required trainees to complete various activities to consolidate their learning and demonstrate their job competence.

A set of cassettes and books was placed in each shop, together with a personal stereo. This meant ➤

➤ that trainees could use the material during working hours if the opportunity arose. Alternatively, they could take the tape, book and machine away overnight and return them the next morning.

Writing and producing the course was great fun and proved very successful. The feedback from shop staff showed that they became involved with the individual characters, and they found the material accessible and entertaining as well as instructive. For example, the experienced cashier in the story was called Darrell and, while he was very friendly and helpful to the young trainee cashier, he was the original 'short arms, long pockets' bloke. Every time the two of them went to the pub, Darrell had either left his wallet behind or had just run out of cash. After the course had been running a few weeks, regional managers found that by asking cashiers 'Has that Darrell bought a round yet?' they could check on the cashiers' progress. The replies showed clearly that the tapes were being listened to and enjoyed, and a recent evaluation confirms the wealth of anecdotal evidence attesting to the benefits of the tapes.

Results and advantages

The results of the programme were so satisfying that within six months the Ladbrokes board had decided to adopt the same approach for managerial training; the cashier in the story line was promoted to trainee manager and the story moved on a stage further – eight modules this time. That was a few years ago and currently revised scripts are being prepared to bring all the material up to date to take account of internal changes within Ladbrokes and changes in workplace legislation.

Race for Excellence is a major project, but smaller-scale drama can be equally effective for training programmes. One of the advantages of audio drama is the ease with which a scene can be set anywhere with just a few words, a suitable acoustic and the right sound effects. You want health and safety training in a biscuit factory – no problem! A dispute between staff in an airline hanger, an accident investigation in a nuclear power station, a series of interviews in meeting rooms, a radio phone-in show answering listeners' questions, a manager addressing a group of 500 workers, sales training in a large retail store, conversations between bank staff and customers, quiet intimate conversations, explosions that destroy a factory and the neighbouring properties – all these can be achieved in one small studio. With skill, imagination and crea-tivity the audio drama team can paint any picture you want in the mind of your trainees.

Execution and delivery

So let's examine the delivery of the material. In the case of *Race for Excellence*, the best medium to duplicate onto was – and still is – audio cassette. Cassettes are reasonably priced and easy to use, and everyone has access to a cassette machine. However, cassettes are not the only option. Many audio training projects are duplicated on CD these days, especially if they are designed to be used in live training sessions where the trainer may want to select a number of different tracks in a random order. Audio drama in this context may be used to illustrate different ways of doing things – answering the phone or conducting an interview, for example. Or it may simply be used to provide provocative discussion starters.

Then there is audio drama for computer-based training. This can be anything from a CD designed to be played in the computer while the trainee is doing something else on the screen, to a series of audio scenes to be incorporated into a full-scale interactive CD-ROM.

An audio drama training project is not difficult to plan, write and produce (though it cannot be done overnight). Its real strengths are that it needs people – the cast – to convey the information so it is ideal for training in 'people' areas. There are a number of sections in Ladbrokes' *Race for Excellence* that deal with situations such as handling difficult or abusive customers, dealing with complaints and so on. By incorporating these points into a story line and conveying them through conversations between 'real' people, the trainee is able to get an insight, not only into what to say, but also how to say it. That is very difficult to do in print.

Audio is an excellent story-telling medium. Dramatised story lines or individual scenes are a very effective way of putting across training material. Put the two together and you have a powerful training tool, one that is fun to develop and fun to listen to. And, as we all know, enjoyable learning is always more effective.

The Archers, the BBC's long-running radio soap, was originally broadcast to promote farming inform-ation, and even though that is no longer the case, many people still find they have unconsciously learned a lot about the countryside from a fictional pro-gramme designed as entertainment. Imagine how effective planned training can be using the same medium.

In fact, while we're about it, is there anything you'd like to know about sheep dip?

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We urgently need experienced freelance trainers who are able to deliver in German

My name is David Reed and I run a business services company called KBDS. We deliver training, development and consulting services to a growing number of clients in the UK and Europe. Our clients are reacting very well to our training approach and philosophy of focusing training on changing behaviours and delivering measurable results.

As we are growing we are always keen to hear from experienced freelance trainers who enjoy working through organisations such as ours.

If you are able to train in German (and preferably have some basic NLP skills) and you would like to know more, please email me with your contact details.

I look forward to hearing from you.

David Reed
email: davidreed@kbds.co.uk

Are you bilingual, and can you work in soft-skills consulting?

Vertex is a small OD and management development consultancy, which works mainly with large companies over a range of business sectors, through a network of small consultancies or freelance consultants.

Through the course of our client work we've come across what could be a very interesting opportunity for experienced soft-skills trainers who are fluent to a native language level (i.e. how can you work in a soft-skills area of work if you can't understand the nuances of local language?).

Our largest client has a need for soft-skill development courses for EMEA (European, African and Middle East) people, at a manager/accountant/IT professional/consultant level. Such courses would either be in the EMEA country or in the UK. The full depth of the service to be offered has not yet been defined, and you would be able to help define this service, as well as to help design appropriate learning experiences.

There is an immediate need for a Hungarian speaker, and further opportunities in different languages are likely within weeks.

So if you:

a. are experienced in soft-skills training to professional/managerial people

and

b. can speak an EMEA language like a native speaker

then please contact me, and we can talk further and maybe meet.

Vic Hartley
Vertex
73 Outhall Road
Haywards Heath
West Sussex RH16 3EL
Telephone: 01444 456473
Email: vichartley@compuserve.com

Realise your potential with

SCOTTISH PROVIDENT INTERNATIONAL

Since opening our offices in the Isle of Man in 1991 we have rapidly become one of the Island's major employers. With exciting plans for further growth over the forthcoming year Scottish Provident International will have a number of vacancies for talented individuals.

SALES TRAINING & SUPPORT MANAGER

Reporting to the Director of Sales, the Manager will be responsible for the training and development of Scottish Provident International's sales personnel in the Isle of Man, UK and around the world. Additionally they will be responsible for the provision of sales support to the company's business introducers.

Key Responsibilities

- Develop and implement broker training programmes
- Develop and implement a programme for the development of sales personnel
- Manage and develop the Sales Support Team
- Co-ordinate the development and communication of sales tools

Qualities Required

The ideal candidate should display the following qualities:

- A dynamic and committed approach to sales training
- Excellent training and communication skills
- A proactive stance on the provision of sales support
- Excellent interpersonal and organisational skills
- The ability to manage and motivate a team

An excellent salary and benefits package will be offered, reflecting the importance of the role. The Sales Training and Support Manager will be based in the Isle of Man with its high quality of living and low taxes and relocation assistance will be provided.

If you feel you meet the above requirements, please apply in writing, enclosing an up-to-date curriculum vitae to: Denzil Williams, Scottish Provident International Life Assurance Limited, Provident House, Ballacottier Business Park, Cooil Road, Douglas, Isle of Man, British Isles, IM2 2SP.

To find out more about Scottish Provident International why not visit our Website at: http://www.spila.com, or alternatively email any applications or questions to dwilliams@spila.com. The company pursues a no smoking policy and is an equal opportunities employer. Registered in the Isle of Man No. 053002C. Scottish Provident International Life Assurance Limited is regulated by the Personal Investment Authority for UK investment business.

Developing a training

For the training function, adopting a strategic approach often requires a clear separation between operational training activities – which may become the subject of outsourcing – and strategic training activities – which are part of the core of the business. Taken positively, this can create the opportunity for:

- planning ahead
- influencing the overall human resource policy
- integrating activities within the training and development function towards a common objective
- demonstrating the links between training activity and business strategy, showing the value added by the function.

The benefits of a strategic approach to training and development do not just apply to the training function. For the organisation as a whole it enables:

- linking training and development activity to longer-term strategic and operational goals
- maximising the added value from the presence of an in-house training function and in-house expertise.

Training professionals within the training function also benefit from:

- a clear direction, knowing what they are doing and why
- the opportunity to be involved in discussions and decisions at a strategic level
- enhanced status and greater job security as part of a recognised 'core' activity.

The increasing emphasis on developing and deploying 'intellectual capital' as a route to service excellence and competitive advantage has lead to a corresponding demand for a strategic approach to training and development. **Sue Brelade** outlines the route.

strategy

Despite these benefits, not all organisations have a clear training strategy. This situation is often justified by reference to the lack of time or to a lack of senior management commitment – although it is generally accepted that a well thought out and supported strategy saves time through integrating training activities and initiatives, and through concentrating on what is most important rather than most pressing.

Developing a training strategy need not be a time-consuming or an overly complex task. The approach outlined in this article does not require an excessive amount of time. The expertise it requires is probably already available to you through your colleagues and internal customers, and is based on three stages.

1. Analysing the present situation.
2. Describing the desired future situation.
3. Identifying the steps from the present to the desired future situation.

Present situation analysis

The present situation analysis can be based on the traditional SWOT analysis (identifying the current Strengths, Weaknesses, Opportunities and Threats facing the training function) supplemented by additional activities such as:

- conducting a time-recording exercise
- investigating current 'customer' perceptions of the function
- investigating perceptions of the role and activities of the function at a senior level
- determining current resources.

Using time recording It is not necessary to run a complex and detailed time-recording exercise; the simpler it is, the more likely it is to generate usable results. For example, if you run the exercise for two weeks and ask the staff in the function to allocate their time between 'strategic' and 'operational' activities it will show:

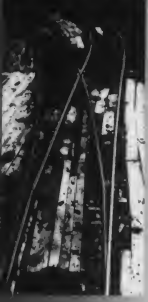
- the activities in which the different members of the team are involved
- what different members of the team classify as 'strategic' and 'operational' activities
- the amount of time that members of the team individually and collectively spend on strategic and operational issues.

The benefits of a strategic approach to training and development do not just apply to the training function.

Sub-dividing the main categories of 'operational' and 'strategic' into 'reactive' and 'proactive' (the distinction being whether the activity is in response to initiatives and events originating outside the training function – that is, reactive; or generated from within the training function – that is, proactive) will also help to show the current 'drivers' for the function's activities.

Discussing the information generated by this exercise within the training team helps to develop a shared understanding of what is meant by a ➤

Sue Brelade specialises in knowledge management, people development and business training solutions. She is co-author of 101 Tips for Trainers (1997) and has just published Practical Training Strategies for the Future (1999), which provides advice and guidance on formulating a forward-looking training strategy. Both books are published by the Fenman Training Group. You can contact Sue on 01962 863334, email: sue@trainingbrelade.com



➤ strategic and an operational activity. It also highlights where changes need to be made in the delivery of operational services if more time is to be allocated to strategic activities.

Typical responses to the information generated from this kind of exercise include eliminating activities that are seen as low added value or, alternatively, outsourcing some purely operational activities to create more time for strategic activities.

Investigating customer and senior management perceptions

A combination of methods can be used to investigate how customers and senior management perceive the role of the training function. The most appropriate methods will depend on factors such as the size of the organisation and the level of formality / informality in communications. In a smaller organisation it may be possible to conduct this exercise through talking to different people. In a larger organisation, a survey might be most appropriate, supported by focus groups and discussions.

If a survey is used, you can also take the opportunity to obtain more general feedback on the taining function.

Factors to identify with each respondent include the following.

- The degree to which they view training as critical to future success in their areas of the business.
- The priorities to which they believe the training function should operate, and the priorities to which they think the training function is actually operating (if different). This helps to identify the level of 'fit' between the perceived role of the training function and the desired role.
- The added value they believe the training function generates for the business and the degree to which its activities are seen as linked to business objectives.
- What they see as the strengths and weakness of the training function.
- The stage at which they would involve the training function in a problem / project – for example, the stage of analysing an issue, the planning stage, the implementation stage and so on.

If a survey is used, you can also take the opportunity to obtain more general feedback on the training function.

If the respondents are not used to thinking of the training function as having a strategic role, this investigation may be the first time they have had to think about it in that way. This makes it a useful tool for introducing and 'selling' the idea.

Identifying current resources

Identifying the current resources lets you know what you have at your disposal for developing and implementing a training strategy. Even as training professionals, it is surprising how often we fail to recognise and value all the resources at our disposal – particularly the 'people resources' within our own departments. Our resources would generally include the following.

- People resources: in addition to the people employed in the training function, this can also include external providers and staff in other departments (for example, IT staff).
- Budget resources: this will include the 'maintenance' budget, which is the base cost of running the department regardless of the activity level, and the 'development' budget, which is the money available to spend on training activities and resources.
- Physical resources: this includes equipment (for example, IT supplies and videos) as well as software applications and training resources.
- 'Process' resources: this can include all the systems and procedures that the function is part of or operates and can use to deliver objectives.

Collating the results of the current situation analysis

The current situation analysis should lead to a clearer understanding within the training function of:

- the distinction between strategic and operational activities
- how current time is spent
- the key drivers of current training activity
- the expectations of customers and senior managers
- the strengths and weaknesses of the function as seen by the members of the team as well as by customers and senior management
- the threats and opportunities facing the function
- the resources available and the effectiveness of the current deployment of those resources.

This understanding forms the basis for developing a training strategy that is rooted in the present reality. Basing the training strategy on the present reality, rather than buying off the peg or imposing it from above, makes its acceptance and success more likely.

Developing the 'vision'

Having analysed the current situation, the next step is to identify the desired future situation. For convenience I have called this the 'vision'. By 'vision' I do not mean some abstract or transcendental notion; an effective 'vision' is a description in concrete terms of how you would want the future to be for your training function. Developing a vision involves asking questions, of yourself and of other members within the training function. These questions should include the following.

- In which activities does the training function wish to be involved?
- What skills, knowledge and attitudes will members of the training function need to possess?
- How will the training function relate to individual members of staff, other departments, the organisation as a whole?
- How does the training function wish to be perceived by the organisation?

Writing down the vision is a useful exercise and a good test; if you cannot write it down in unambiguous terms then it is unlikely you will achieve it! To write the vision you can use information gained from the following.

- Questions on the perceived role of the training function asked as part of the current situation analysis.
- Professional magazines and publications (including the web) about new developments and trends within the field of training.
- Creative thinking or brainstorming by the training team focusing on a theme such as 'In an ideal world, the training function would …'
- Vision and mission statements produced by other organisations – particularly those regarded as embodying best practice.

Members of your team will find it easier to accept and relate to the vision if it is rooted in the present by incorporating current activities and attributes of the training function that are seen to be valuable, and projecting those areas forward into the desired future situation.

Producing the strategy statements

Having completed your current situation analysis and having identified your desired future situation (the 'vision'), you have the basis for producing the 'map' to show the route between the two – the strategy document containing your strategy statements.

These statements will need to embody the operating principles that will create the desired future situation. How far these will differ from the current approach, and the level of change for the training function, will depend on the level of 'mismatch' revealed by the comparison between the current situation and the desired future situation.

Focusing on practical but important questions such as the ones that follow can help when writing the strategy statement.

- How will training fit into the wider HR strategy?
- How will changes within your organisation affect training delivery?
- How will training maximise the learning and development of individuals?
- How will training respond to developments in technology?
- What skills, knowledge and experience will be required within the training function in the future?

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- has a clear link to the longer-term business strategy of the organisation – in order to be perceived as adding value
- has a reasonable degree of 'fit' with the organisational culture – to gain support outside the training function
- is capable of being used to identify deliverable activities and measurable outcomes – so that progress can be monitored and results demonstrated
- demonstrates that the training function is aware of, and is preparing itself to deal with, the major issues facing the organisation – if it is to be seen as relevant and credible.

If the vision and the current situation are very similar the adoption of the training strategy will not represent a significant change in direction or lead to significantly new activities. However, I suspect that, in many cases, it will lead to less emphasis on traditional training activities (such as direct training delivery by the in-house team) and more emphasis on integrating training activities into business and HR strategy.

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How to deal with difficult and aggressive behaviour in meetings

As a team leader, you may find yourself in a situation where team members are simply not behaving in an acceptable way. **Caroline Love** looks at how you should deal with this behaviour and what steps you can take to minimise or prevent it in the future.

From time to time, team leaders may have to deal with difficult and aggressive behaviour between team members at team meetings. This might take many forms, including the following scenarios: team members refuse to agree at a team meeting; they form informal sub-groups and undermine other team members' contributions at meetings; or they simply harass each other. However, there are a number of strategies for dealing with this behaviour and attempting to prevent it in the future, as this article shows.

The phases of an incident

Incidents of difficult and aggressive behaviour have a distinct and recognisable pattern, as outlined below:

- provocation
- escalation
- crisis
- assaultive
- recovery
- depression.

The sooner you become aware of this pattern – in other words, the phases of an incident – the sooner you can take effective steps to avoid escalation.

Provocation

In the context of a team meeting, it is rare that members physically assault each other. However, assault may take the form of swearing or other abusive language, possibly accompanied by aggressive body language (for example, finger-pointing, waving of fists, banging the table, standing up, staring). This sort of behaviour is not uncommon at team meetings and should be avoided if possible.

At the team meeting you are very visible, and how you deal with such behaviour will be crucial. Failure to deal with it appropriately and effectively may undermine your authority.

Avoiding escalation

If two or more team members begin to provoke each other, what can you do to avoid the situation escalating? First, remember that you are the team leader and have authority. However, if at this stage you merely tell people to 'Stop it', the likely outcome is that the behaviour will cease momentarily, then bubble up later.

More helpfully, you will enable team members to identify what is going on, what is behind their behaviour and to use less aggressive behaviour. You can do this by:

- remaining calm and aware of your communication skills
- adopting a relaxed posture
- listening actively
- using eye movement
- sitting or remaining seated
- keeping your voice low and steady.

Caroline Love is an independent trainer and consultant, specialising in managers' people development and communication skills. This article is based on some of the ideas in Caroline's new action pack, Dealing with Difficult and Aggressive Behaviour, published by Kennedy Langford. She is also the author of Developing Skills, called Developing People Training Manager's Role. She can be contacted on Tel: 0181 742 1198, Fax: 0181 858 8870, email: Caroline.love@compuserve.com

ssive behaviour

At the same time, you can:

- invite team members to reflect on what has been going on
- review, as a team, any agreements you may have regarding behaviour at meetings
- agree a way forward.

Dealing with the crisis phase

If, despite the action you have taken to avoid escalation, team members continue to behave aggressively towards one another – for example, by shouting, interrupting, ignoring, using aggressive gestures or language, turning away or blocking – further action will be necessary. It will help the situation if the team leader not only takes control of the situation but is also:

- clear,
- specific
- direct
- positive
- confident.

You may decide to stop the discussion and give all team members an opportunity to review their behaviour; invite individuals to consider how they have been behaving and what the effects of this behaviour have been. It may help if you all have a short break. However, avoid this if it is likely that team members will continue their difficult and aggressive behaviour outside the meeting, as this could lead to assaultive behaviour.

You may want to give brief feedback to individuals on their observable behaviour and tell them, clearly and directly, what sort of behaviour you do expect. Remember to be very clear and specific, and to focus on behaviour about which they can do something. For example, use phrases like: 'When you talk loudly, I find it difficult to concentrate on what you are saying; I want you to talk at your normal level', or 'You have been wagging your finger in X's face. That is unacceptable and I want you to stop.'

You could invite each team member to give brief feedback to the person sitting next to them; team members will need to take turns, and do this openly, so that everyone can hear. You may need to remind team members of the guidelines for giving feedback (these are outlined in Figure 1).

Figure 1: Guidelines for giving feedback

If you sense that the situation will continue, it may be best to stop the meeting completely and ask individual team members to come and see you, to discuss their behaviour and the next steps. Take time to prepare for these meetings, to consider what outcomes you want and how you will achieve them.

Feedback needs to focus on

- what has been done or said, not on what we think that means
- what we observe happen, not on what we think about that person
- describing, not making judgements
- being specific, not generalising
- sharing your personal feelings or ideas, not giving advice
- giving only as much as the receiver can use, not everything you would like to give
- behaviour that the receiver can do something about
- starting with positive behaviour that needs approval and encouragement
- using 'I' statements.

Some team members will get stuck in unhelpful patterns of behaviour and will play 'games' with each other. These games will be familiar to you – for example, 'Yes, but…' in response to every helpful suggestion; one-upmanship, asking questions until we catch someone out; martyrdom, one person volunteering to do everything, being very busy. These 'games' can lead other team members to respond with difficult or aggressive behaviour, arising out of their feelings of frustration or confusion.

The team leader role, if team members start ➤

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The team leader role, if team members start ➤

➤ playing games, is to break the pattern and stop the game. You can do this in several ways – for example, by giving the 'players' feedback about what they are doing and offering alternative ways of behaving. So, if a person is playing 'Yes, but...' you could suggest s/he must respond positively to every other idea that is offered. This will have the effect of breaking this person's pattern of behaviour and help him or her to accept that other people do have good ideas too.

With regards to martyrdom and one-upmanship, you need to stop these as they arise and see the 'players' later to explore the extent to which they are aware of what they are doing, the effect that it has on others and to enable them to develop alternative, positive ways of behaving.

Recovery and depression

Emotions and feelings will be running high after an incident of difficult or aggressive behaviour. The people directly involved and their colleagues who witnessed the behaviour may be feeling some or all of the following: shock, anger, fear, anxiety, sadness, remorse, humiliation, embarrassment, confusion or stupid, and they will need some opportunity to express these feelings before they are ready to resume normal work.

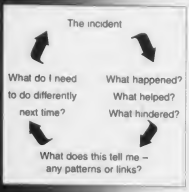
For the witnesses, this may be no more than the possibility of a short 'time out', perhaps to have a cup of coffee. Their needs will depend on several variables, including their relationship to those involved, their personality and the nature of the incident.

For the people directly involved, they should beware not to re-escalate the behaviour: you may need to keep those involved apart. They will need time to calm down and recover, with another person or possibly alone.

The depression phase may follow, arising from the shame and guilt experienced by the aggressor. Effective debrief, to review what happened and to plan for the future, is essential.

If the incident has been very serious, you may need to consider suspending the aggressor, while further investigations take place and decisions are made about how best to proceed. In some cases, this is advisable for health and safety reasons, to protect the other party from further aggression.

Figure 2: The review cycle (based on Kolb's Learning cycle)


The incident
What do I need to do differently next time?
What happened? What helped? What hindered?
What does this tell me – any patterns or links?

Your learning

It is too easy to feel that you have handled an incident badly when, in fact, you have used your skills effectively and read the situation well. A structured review using the model outlined in Figure 2 will enable you to establish this.

It is important, following an incident of difficult or aggressive behaviour, that you take time to review your role in it. This could take the form of a debriet with a trusted colleague, your line manager, or perhaps someone from HR or personnel. Ideally, you will have an opportunity to review your role, what you did that helped, what you did that you might want to change if there is a next time and how you might do things ditterently. Reviewing in this way will enable you to develop your leadership skills.

Prevention is better than cure

Any team needs to have lively debates and discussions, to generate ideas and to solve problems. What steps can you take, as team leader, to ensure that debates remain lively and do not get over-heated?

You want a positive culture, where team members can express and explore their views openly; where there can be healthy disagreements, where team members can confront each other in a positive way, while behaving professionally. You want team members to be able to:

- recognise and accept ditterence
- be honest with each other and with you
- get to know the people they work with
- not assume they are right and the other person is wrong
- listen attentively
- express their feelings
- learn from any difficult situations – what to do differently next time.

Modelling good behaviour

You can set a good example in the way that you behave towards other people. If you model respect for others, for who they are and for their ideas, if you actively listen, give people a chance to express their feelings, recognise that the team needs time to get to know each other and approach problems positively, you will be setting a good example.

Encourage people to take risks, to try things, and do not blame people if things go wrong. Rather, try to identity what could be done ditterently next time. These behaviours will establish a positive culture.

Active listening

It is easy to assume that we all listen all the time, so are good at it. However, you may have experienced a situation where a message gets 'scrambled' in the telling and in the end bears no relationship to the original version. How many times have you telt that your listener was 'miles away'? And how many times have you heard others say: 'No, no. That's not it at all!' These examples come generally from poor use of listening skills.

It people meet for the first time, 7 per cent of

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With regards to martyrdom and one-upmanship, you need to stop these as they arise and see the 'players' later to explore the extent to which they are aware of what they are doing, the effect that it has on others and to enable them to develop alternative, positive ways of behaving.

Recovery and depression

Emotions and feelings will be running high after an incident of difficult or aggressive behaviour. The people directly involved and their colleagues who witnessed the behaviour may be feeling some or all of the following: shock, anger, fear, anxiety, sadness, remorse, humiliation, embarrassment, confusion or stupid, and they will need some opportunity to express these feelings before they are ready to resume normal work.

For the witnesses, this may be no more than the possibility of a short 'time out', perhaps to have a cup of coffee. Their needs will depend on several variables, including their relationship to those involved, their personality and the nature of the incident.

For the people directly involved, they should beware not to re-escalate the behaviour: you may need to keep those involved apart. They will need time to calm down and recover, with another person or possibly alone.

The depression phase may follow, arising from the shame and guilt experienced by the aggressor. Effective debrief, to review what happened and to plan for the future, is essential.

If the incident has been very serious, you may need to consider suspending the aggressor, while further investigations take place and decisions are made about how best to proceed. In some cases, this is advisable for health and safety reasons, to protect the other party from further aggression.

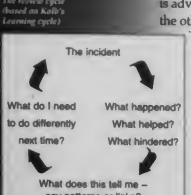

The incident
What do I need to do differently next time?
What happened? What helped? What hindered?
What does this tell me – any patterns or links?

Figure 2: The review cycle (based on Kolb's Learning cycle)

Your learning

It is too easy to feel that you have handled an incident badly when, in fact, you have used your skills effectively and read the situation well. A structured review using the model outlined in Figure 2 will enable you to establish this.

It is important, follow-ing an incident of difficult or aggressive behaviour, that you take time to review your role in it. This could take the form of a debrief with a trusted colleague, your line manager, or perhaps someone from HR or personnel. Ideally, you will have an opportunity to review your role, what you did that helped, what you did that you might want to change if there is a next time and how you might do things differently. Reviewing in this way will enable you to develop your leadership skills.

Prevention is better than cure

Any team needs to have lively debates and discussions, to generate ideas and to solve problems. What steps can you take, as team leader, to ensure that debates remain lively and do not get over-heated?

You want a positive culture, where team members can express and explore their views openly, where there can be healthy disagreements, where team members can confront each other in a positive way, while behaving professionally. You want team members to be able to:

- recognise and accept difference
- be honest with each other and with you
- get to know the people they work with
- not assume they are right and the other person is wrong
- listen attentively
- express their feelings
- learn from any difficult situations – what to do differently next time.

Modelling good behaviour

You can set a good example in the way that you behave towards other people. If you model respect for others, for who they are and for their ideas, if you actively listen, give people a chance to express their feelings, recognise that the team needs time to get to know each other and approach problems positively, you will be setting a good example.

Encourage people to take risks, to try things, and do not blame people if things go wrong. Rather, try to identify what could be done differently next time. These behaviours will establish a positive culture.

Active listening

It is easy to assume that we all listen all the time, so are good at it. However, you may have experienced a situation where a message gets 'scrambled' in the telling and in the end bears no relationship to the original version. How many times have you felt that your listener was 'miles away'? And how many times have you heard others say: 'No, no. That's not it at all!' These examples come generally from poor use of listening skills.

If people meet for the first time, 7 per cent of

their communication is the words they say. The remaining 93 per cent is how they say it, how it sounds (the *music*) and their body language, action and accompanying movement (the *dance*). The figures change as people get to know each other, but not significantly.

This illustrates the importance of really attending to all that is going on in any communication, not just the words, but also the music (the tone of voice, the emphasis on different words, the volume) and the dance. The dance includes:

- body posture
- gestures with hands, arms
- movement with feet and legs
- head movements
- eye contact
- proximity and spatial position.

Active listening also involves active use of *silence*. Many of us have a tendency to fill silences: this can be experienced as threatening and does not give the speaker an opportunity to consider what s/he has said, or what s/he wants to say next. Try and wait one or two seconds longer than it feels comfortable, before you fill a silence. This will have the effect of helping you to feel more comfortable with silence and enable others to collect their thoughts.

Summarising what the speaker has said gives you a chance to check your understanding and, if your summary is accurate, shows the speaker that you are really listening.

Use of questions

Open questions – for example, 'What happened?' or 'How did it go?' – will help people to expand their ideas and thoughts or express their feelings. Closed questions that demand a one-word answer – often 'Yes' or 'No' – can be experienced as threatening if over-used and do not allow people to express themselves. If you want more information, ask a probing question such as, 'Exactly what happened?' or 'And then…?'

You can summarise in the form of a question – for example, 'So, what you are saying is… Am I right?' This is particularly useful if you are not entirely sure that you have, in fact, got it all.

Conclusion

Team leaders will be working to create a positive climate, in order that the team attains, maintains and develops excellence. If you enable the team to collaborate, if you really listen to what is going on and allow this to inform how you work with individuals and the team, if you model good behaviour, you will maximise the positive and minimise the negative.

If negative, difficult and aggressive behaviour does arise, recognising the phases of the incident will help you to diagnose where you are now and thus help you to decide how to intervene. Remain calm, use your skills and bedecisive; guide the team back to positive behaviour.

Take time for the team and for yourself to learn from the incident to develop your skills for managing difficult and aggressive behaviour, should it arise in the future.

Collaboration, not conflict

Figure 3: Managing conflict

In a conflict situation, there is a range of behaviours available to those involved, as shown in Figure 3.

A team needs healthy debate and discussion. On occasions, you will have to agree to disagree, especially if time is short. However, you will usually be aiming to achieve a reasonable compromise and, ideally, collaboration. Compromise is useful:

- when goals are moderately more important but not worth the effort of potential disruption of more assertive approaches
- where colleagues are strongly committed to mutually exclusive goals
- to achieve temporary settlement to complex issues
- to arrive at expedient solutions under time pressure.

However, for the long-term health of the team, you will be seeking to enable members to collaborate. This will have the effect of:

- merging insights from people with different perspectives on a problem
- gaining commitment by incorporating others' concerns into a consensual decision
- working through hard feelings that have been interfering with an interpersonal relationship.

You can promote a collaborative climate by:

- giving people time to get to know each other
- team-building
- being clear about targets and objectives
- recognising success
- using and reviewing agreed guidelines for team meetings
- paying attention to *how* things are done, as well as *getting* them done
- encouraging risks and creating a learning climate
- learning from things that do not go as planned
- reviewing how the team is progressing as a team
- respecting differences and working with them.

An audience of 5000 attended the opening session

ASTD the world's largest training event

When members of the American Society for Training and Development (ASTD) gather for their annual conference, they create the world's largest training event. **Martin Delahoussaye** joined their annual training-fest. He reports on the event and suggests that ASTD has much to offer trainers on this side of 'the pond'

Atlanta was the venue this year for the American Society of Training and Development's annual jamboree. The event attracted more than 11,000 delegates including nearly 2,000 international visitors.

The conference

ASTD runs from Saturday to Thursday and is really three events in one.

- There are three plenary sessions – a kind of training group hug – where everyone gathers to hear and see the 'stars' of the show. This year ASTD paraded Lester Thurrow, Professor of Management and Economics at the Massachusetts Institute of Technology; Rosabeth Moss Kanter, one of Harvard Business School's most renowned residents; and Richard Barrett, an Englishman and former Values Co-ordinator at the World Bank.

- Then there are the workshops – 79 in all – starting at 7.30 am each day and running through to 6 pm. The workshops are predominantly practical in nature and cover everything from training basics to advanced learning methodologies.
- The third component of ASTD is the expo or, as we would call it, the exhibition. This year there were nearly 600 companies all competing for delegates' attention and training budgets.

The plenary sessions

Lester Thurrow delivers his presentation on competing in a global economy

This was the last ASTD of the millennium, so there was a definite 'where are we heading?' feel to all three plenary sessions. **Lester Thurrow** was first out of the blocks and stuck to familiar territory with his presentation, 'Competing in a global economy'. Thurrow discussed how six technologies – micro-economics, computers, telecommunications, robotics, biotechnology and designer (man-made) materials – are changing the world as we know it, and are the drivers that will shape a new world that creates both opportunities and threats. He referred to John F. Kennedy's statement that 'a rising tide raises all boats' and said this is no longer the case. And it's no longer the case because of factor price equalisation.

What's factor price equalisation? You could almost feel the question in the minds of the audience. Thurrow explained that in a national economy, salaries and wages are defined and somewhat protected by where you live – you suffer or benefit accordingly. In the global economy, certain skills will traverse international boundaries so that, for example, a software designer in the poorest region of India can earn as much as his or her counterpart in Silicon Valley. Thurrow predicted that factor price equalisation will produce many winners but warned there are going to be many casualties too.

Rosabeth Moss Kanter is an internationally known business leader. She holds a chaired professorship at Harvard Business School, and advises major corporations and governments worldwide. Moss Kanter said that 'the twentieth century was the age of the machine; the twenty-first century will be the age of people'. She prophesied that emerging technologies and alternative ways of commerce would open a new world of choice for consumers – consumers who are restless and will show loyalty only while you provide value and innovative products and services. She believes there are five, essentially human, 'powers' that will be decisive in determining future prosperity.

1 **The power of imagination:** those who can innovate and innovate fast will reap colossal rewards. Encourage innovation and problem-solving by opening up the organisation, giving people room to imagine the future and make it happen.

2 **The power of voice:** the ability to speak up, speak out, inspire and lead. This power also includes teaching. 'What good is learning if no one knows what you know?'

3 **The power of partnering:** the forming of productive, collaborative relationships that help you get more done, reach new markets and add enhanced capabilities to your organisation. The key is to partner with those who are different to you.

4 **The power of commitment:** commitment replaces loyalty and is a different kind of pledge than has been used in the past. Organisations need to learn to tie people to tasks and projects in ways that are increasingly not going to be through money but through meaningful work.

5 **The power of giving and giving back:** re-creating bonds between people, businesses and communities. Moss Kanter predicted that ➤

Rosabeth Moss Kanter: 'The twentieth century was the age of the machine; the twenty-first century will be the age of people.'

ASTD gossip

- ASTD has announced a British chairperson for 1999. Neil M. Johnston is President and Managing Partner of Orbis Learning Corporation, and will chair the ASTD committee through the remainder of this year and into 2000.
- ASTD is undergoing a name change. Could it be that the 'American' in ASTD no longer suits corporate America, with its aspirations towards global domination? On the other hand, as I prefer to think, a name change is necessary to reflect the growing international contingent that visits the conference each year. Whatever, here's my suggestion for the newly named ASTD: The Global Village for Learning and Development. Catches the mood perfectly, doesn't it?

➤ one of the hottest employee benefits of the twenty-first century will be the chance to perform community service.

Richard Barrett led the last and closing plenary session of ASTD 1999. He is a fellow of the World Business Academy and former Values Co-ordinator at the World Bank. Author of *A Guide To Liberating Your Soul*, Barrett gave a passionate presentation of work, values and leadership in the twenty-first century. He began his presentation by posing three questions.

1 Why do I come to work each day?
2 What is my passion?
3 What is my purpose?

For him, the answers to these questions are simple: to create a sustainable future for his children and his children's children. To do this, he explained, requires a change in business philosophy at a global level. This is where much of Barrett's work is now focused. Ten years ago, many of Barrett's ideas would be scoffed at. Today, businesses are more aware of the need for accountability both socially and environmentally. But as Barrett pointed out, there are many businesses worldwide that continue to exploit the environment, our natural resources and people. It will require transformation at a corporate, national and global level to reverse this trend. One can only wish Barrett and others like him every success!

Visitors were attracted to more than 600 booths

The workshops

The workshops form the backbone of ASTD and offer the most value to trainers in the UK. You can leave a workshop with a solid set of ideas distilled of the cultural differences that in this country are real barriers to learning. This is known, I believe, as repurposing – the process of extracting the learning content and 'packaging' it in a form your audience will find palatable. It's in the workshops where you can:

- examine new technologies in learning
- evaluate alternatives to classroom training
- find new solutions to common problems
- identify the training and business trends that are most likely to have an impact in the future.

The expo

The expo is probably the least useful component of ASTD. It is true you will find every training package imaginable from video and pre-designed exercises and workshops to CD-ROM, Internet and intranet-based training. However, the cultural differences between us are most apparent in packaged or ready-to-use training. Still, the expo is fun and there is a lot going on – so make time for at least one visit during the conference week.

Is it worth attending?

I think so. True, Americans are different in almost every aspect of social and business life. Their training is no different, infused, as it is, with the 'American way'. Many find this uncomfortable and often criticise American training for being laced with hype or evangelism. However, do not be too dismissive of this event. If you believe ASTD is inappropriate, too American or just not worth the effort and the expense, you will miss a wonderful development opportunity.

As an event, ASTD has a lot to offer. You will leave with a greater understanding of what lies ahead, and your head (if not your suitcase) will be full of ideas and practical ways of improving yourself and the training you deliver.

See ya'll in Dallas?

ASTD 2000 takes place in Dallas, Texas from 20 to 25 May. To register, Tel: +1 703 683 8100 (GMT minus 5 hours); Fax: +1 703 683 1523. Alternatively, visit the ASTD web site at: www.astd.org

Note

1 *I realise that the new millennium does not actually begin until 1 January 2001, but the world seems intent on celebrating it one year early.*

Brian Tucker is Company Secretary and Co-ordinator for The Forum for Technology in Training, and a technology-based training consultant. He may be contacted on 0151 342 8606

Brian Tucker reviews

You can't always believe what they say in the brochure. **Brian Tucker** lifts the lid on the latest computer-based training products.

● *If you have a multi-media or computer based programme you would like reviewed, please send a fully-functional version and screen-shot photograph to the editor.*

Project management professional profiler

CD-ROM
Philip Gunn Associates Tel: 01603 227600
£19.99

This CD-ROM is a profiler that assesses you in four main categories:

- core personal characteristics
- project management knowledge
- core personal skills
- project management in practice (competence).

It supplies 143 on-screen questions, which you answer on a numerical scale. When you have answered all the questions you can have your answers analysed and receive feedback on the screen. This information can also be printed. It is suitable for a wide range of people other than project managers. This is because it identifies areas of knowledge that need attention and characteristics that need to be considered. It is, therefore, of use to training managers.

It is very easy to use, as inserting the CD launches the program. There are instructions on how to use the system, then it is necessary only to answer the uestions. Like all these types of profiling tools, it is easier to respond quickly; the longer you dwell on a question the harder it is to answer.

I am not prepared to share my profile, but I can say that I thought it was pretty accurate. A good buy for the price.

Effective presentation 3: Putting your skills to the test

Xebec McGraw Hill. Tel: 01453 835482
CD-ROM, floppy disk and course guide, £895 + VAT

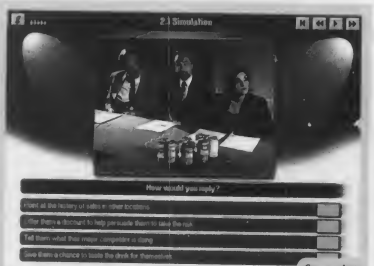
This is the third course in a series – the first two courses having dealt with the skills needed to prepare and deliver a presentation – and is the natural follow-on. It can also be used by people who just need to build on their experience of making presentations.

The whole course is based on a case study and is divided into two modules: Preparing your presentation; and Delivering your presentation. The first module deals with:

- gathering and selecting the information
- choosing a heading, appropriate structure and the main points to cover
- editing the presentation – listening to how it sounds
- preparing and using notes
- selecting visual aids.

The second module deals with:

- choosing an opener
- tailoring notes to suit the audience
- selecting visual aids
- the close
- the question-and-answer session.



Screen shot

The course keeps the 'student' totally involved in both the preparation stage and in the delivering stage. In the first module you are selecting the information you will need and the methods you will use. In the second module you decide on what the presenter will say from a range of options. You have the opportunity of stepping back and trying other scenarios to see the different results.

This course is very interactive and is applicable to both newcomers to making presentations and those with experience. It is useful to trainers, sales staff or anyone needing to influence others in formal presentations. **BT**

Digital pedagogy for learning technologists

There's no getting away from it – technology has become a part of our everyday business and personal lives. But, argues **Phil Green** the correct place for this technology – particularly in terms of learning – should be in doing things that other media can't.

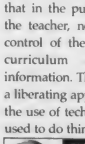
There is a piece of teaching technology that is so advanced it can present text, graphics and associative links, profound meaning, sound, movement and touch. It is such a sensitive instrument that it can make judgements about the mood, style and preferences of its learners – and modify its presentation accordingly. I have had dozens of them. They are teachers.

Like all delivery mechanisms, some of my teachers were wonderfully efficient, effective and reliable, and their effect on me has been both positive and permanent. Sadly, others produced for me boredom and frustration at best, and demotivation and discomfort at worst.

What made the difference? Some would say simply the content of the curriculum. Others would argue that it was personality and attitude towards learners that counted.

Today we have a new set of technologies for learning. A new terminology has emerged under the broad title of Digital Pedagogy. In my schooldays, digitalpedagogy meant a firm and motivating prod with a finger but, now, everythingis 'digital'.

Where we use computers, audio and video to present learning, we continue to use the model of pupil/teacher because it is one that we can understand. We forget that in the pupil/teacher paradigm it is the teacher, not the learner, who keeps control of the pace and content of the curriculum and the delivery of information. That is neither a modern nor a liberating approach. The justification for the use of technology is that it should be used to do things that other media cannot do. The most effective simulations and business games are examples of how computer and communications technologies can offer practice in ways that other media cannot. However, like the Magi in T. S. Eliot's poem, we hang on to our old dispensations like alien people clutching at their gods.



Phil Green is Managing Director of Optimum Learning Ltd and a long-standing member of the Forum for Technology in Training. You can contact Phil on 0114 281 6727, or via www.optimum-learning.ltd.uk

There seems to be no science fiction any longer. As soon as we dream up a new fantasy, it becomes fact. Let's converse with computers; let's build Virtual Reality for keyhole surgery so a surgeon can appear to climb inside the body to perform delicate operations – this is science fiction turned fact.

Our technical brethren keep searching for more powerful and effective ways of using the media we have. And beyond the wildest predictions of many, these tools of the future are leaping from the laboratory and entering the mainstream through our desktops.

What does this mean for designers of communication and learning? Perhaps, with all this power, we could transform the experience of learning from:

- something that is done to you to something in which you play an active part
- the four walls of a classroom to the unlimited boundaries of the entire world
- simple text to complex representations
- subject knowledge to mastery of competence
- individual to shared learning
- acquisition of knowledge to deep understanding of why things are, and the strategic use of that understanding.

Teachers and instructors have had this power for generations, but did not always exercise it. As with the teachers of old, the medium is not the message.

Take text, for example – one of the more conventional components of so-called multimedia. In the case of hypertext, rather than commend it for its singular strengths, we tend to deplore its graphical or interactive limitations. Yet HTML material is not the same as published hard copy. It does not need to be ordered and sequenced in the same way. It brings enormous potential for learners to create their own order and sense out of interconnected ideas and materials. Because information or ideas can be hidden, the learner has a heightened sense of learning by discovery.

Exploiting the benefits?

We have barely begun to exploit these benefits. Instead, we look for ways of forcing the new paradigms into the shape of the old ones. Frequently, technology comes up with the solution before many of us have worked out the problem. The danger is that we use technology where we can, and not where we should.

One of the Holy Grails of the contemporary instructional technologist is interactivity. Interactivity always seems to be seen as a 'good thing'. Physical contact in human–computer interaction occurs mainly on input devices. The mode of input or output that involves touch and feel is known as haptic. Haptic output devices are rare, although some arcade games provide 'force feedback' through a steering wheel. Now, a new type of mouse could bring the sensation of touch to the desktop, as computer users move around in virtual worlds. The *Sunday Times* (14 February 1999) reported the development of the magnetic levitation haptic controller, which allows users to 'feel' objects that appear on their computer screens.

Motivation, arousal, capturing attention and so on are well documented in most behavioural theories. We know that

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learning can get in the way of the more basic drives – hunger, sex, sleep or comfort. Anxiety can reduce the motivation to learn, whereas a reward or feedback increases the chance of repeating an action.

The four lessons for the designer appear to be those that follow.

1 Arouse interest. Curiosity is stimulated when learners believe their knowledge structures are incomplete or inconsistent. A challenge can be taken up where the outcome is uncertain; there are variable levels, hidden information or randomness. Fantasy can appeal. All of this is well known to the designer of video games.
2 Create relevance.
3 Develop an expectancy of success.
4 Produce satisfaction through intrinsic/extrinsic rewards.

We are able to use technology to engage, intrigue and arouse but in doing so, do we lose sight of our primary purpose as instructional designers?

A number of experiments have shown that both low and high levels of arousal produce minimum performance. On the other hand, a moderate level of arousal results in maximum performance in a task. This suggests that individuals ignore both too little and too much stimulation; however, if arousal drops below the optimum level, a person will begin to explore in order to seek stimulation. Work undertaken in the 1980s indicated that curiosity was raised when a person had feelings of doubt, perplexity, contradiction, incongruity or irrelevance.

Although multimedia integrates voice, video and computer technologies, the audio channel (through speech) is the primary channel of communication between humans. At present, we tend to operate on the level of voiceover where speech and text combine, often serving only to irritate. Yet we now recognise that humans perceive and comprehend a rich 'language' of non-verbal auditory cues in all their interactions. Video games illustrate the potential of non-speech audio to communicate higher level information – experiments showing that, when video games' sound is turned off, players' scores fell significantly.

It is probably in the mixing of modality that we make our greatest mistakes. Visual dominance is an issue. Do things feel the way they look or look the way they feel? There is evidence that we make judgements about size, length, curvature, spatial location and texture on the basis of what we see rather than what we touch. Whenever we converse, you check my eye for sincerity, my posture for certainty and authority, and so on. When my words become vague or ambiguous, you draw information from other means. That opportunity to use a mix of modes both for input and output is just about ready to migrate from the laboratory to the desktop. So how can you keep interactivity relevant to students' needs, styles and preferences? The answer lies in the concept called 'Match'. Match is the state you achieve by harmonising learner, content and medium. But the keepers of the bright flame of learning technology seem to worship at other altars: interactivity, interface and technical mastery of the tools or our trade.

The human touch

When we interact on a human level, we use more than one of our senses to reach out to the world – and to decode the spatial or verbal nature of the information it gives us. We hear; we see; we touch. This model of human interpersonal contact suggests that using all the senses is better than using just one in all circumstances. If you've ever sat in a darkened room listening to Mozart, you may agree that interactivity *per se* has little value. Yet in learning we pursue so many Holy Grails:

- learner-control
- the ability to manipulate, sequence or influence objects on screen
- browsing
- vividness of presentation.

We must be wary of swamping the user with information from multiple sources and in multiple forms just because we now have the capability to do so. With so many possibilities, the principles of good design need to be applied with more rigour than ever before. This leads to the question of fidelity. We should resist creating 'gizmos' that don't solve problems.

In training a surgeon to do brain surgery, the desire for fidelity may go far beyond what simulation technology can do. But if you're training a surgeon to suture a wound you may only require low fidelity – maybe just a physical model or wire frame shapes.

If you're training someone to land an aircraft on an aircraft carrier, the first prerequisite task is to locate instruments on a panel. You have access to a sophisticated full-dome simulator with accurate user controls, high-resolution graphics and realistic audio feedback. But do you need anything more than a card or plastic mock-up of the instrument panel?

From known to unknown

The task being taught determines how close you must get to real life. Learners must travel from the known to the unknown in strides that are big enough to challenge them, but not so big that they lose balance and fall over when they try to move forward. Too much fidelity can get in the way of learning.

When you see examples of interactive learning, ask yourself these questions.

- What is interactive?
- How was it interactive?

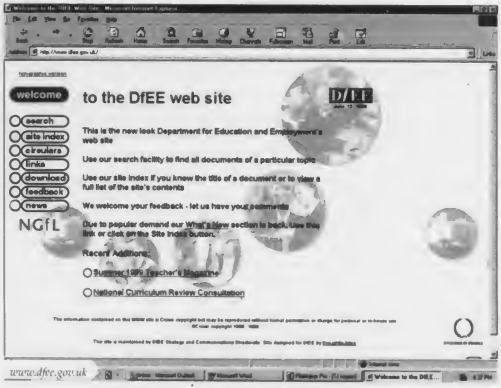
- Could it have been improved by more interactivity or a change of mode?
- Could it make for effective learning?

Before you select the form of presentation of a piece of learning material consider the following.

- What kind of mental model does the user apply in order to understand what he or she is trying to achieve?
- If the natural model of the process involves visualisation, then should the material be presented graphically?
- If it is verbal, then visual or auditory presentation may be equally suitable.
- Will the user's model be improved by a more realistic or dynamic representation? If so, then a multi-media presentation may achieve a real improvement in understanding.
- Will the mode of output interfere with the mental task being performed? (An auditory presentation should not require a spoken response if, by responding, the user misses some input.)
- What will the user do with the information? If the answer is 'hold it in short-term memory' (for example, data that you report or transcribe immediately), then auditory presentation leads to reliably better performance than visual. But it is crucial to follow auditory presentation with a moment of silence; two seconds has been suggested as a minimum, otherwise the advantage of auditory information over visual is lost.
- Will the user have to perform two or more tasks requiring the same kind of mental processing (verbal or visuo–spatial) at the same time or in rapid succession? If it is impossible to avoid this, then try to reduce their mutual interference by presenting the data and requiring responses in different modalities. In this sense, multimedia might profitably be used wherever there are concurrent tasks.
- If users experience information overload, their attention is likely to become focused and 'narrow'. A change of modality is likely to recapture attention.
- Interactive learning systems should take care not to delay meaningful feedback to the point where the user's attention is diverted elsewhere.

Netcheck

Clare continues her mission of trawling the Net in search of useful and interesting sites.


welcome
to the DfEE web site
search
site index
circulars
links
download
feedback
news
NGfL
This is the new look Department for Education and Employment's web site
Use our search facility to find all documents of a particular topic
Use our site index if you know the title of a document or to view a full list of the site's contents
We welcome your feedback - let us have your comments
Due to popular demand our What's New section is back. Use this link or click on the Site Index button.
Recent Additions:
Summer 1998 Teacher's Magazine
National Curriculum Review Consultation
www.dfee.gov.uk

Following popular demand – oh, all right then a couple of letters, and a push from Martin, our new publisher – there's a new look to this month's column. From now on Netcheck will take an in-depth examination of one site each month, then rate it in six key areas using a (totally unoriginal but practical) star system. The six areas are:

- content: how useful this is to trainers
- navigability: how easy it is to find your way around the whole site
- speed: how quickly you can move around the site
- presentation and graphics: the overall look and feel of the site
- downloads and freebies: self-explanatory!
- links to other, potentially useful, sites.

In addition to this in-depth look, our new 'Quick looks' section will give brief details of a handful of other sites, which will just get an overall star rating. In both cases, the more stars the better.

I think it's worth stressing that the views expressed in 'Netcheck' are entirely mine and based on nothing more than my own opinion. 'Yours', as one trainer observed, 'may vary with mileage and experience.'

After much thought I decided to begin this new-look column with a site that should, potentially, be useful to us all – that of the Department of Education and Employment (DfEE). It has a nice easy web address www.dfee.gov.uk which loaded the welcome page very quickly cheered me up immensely, and I thought this site might turn out to be a real winner.

The graphics and general site design are very good and very clear- even on my laptop screen I didn't have to strain at all to read the welcome page. Apparently, this is the 'new look' for the site. However, I can't comment on whether it's an improvement because I never saw the old one. That aside, what you get is text in the ubiquitous Arial font – a pet loathing of mine but it's ok for small amounts of web text. The text itself is, thankfully, in black on a predominately cream background. Scattered randomly around the page are

watermarked graphics of people – mainly children (remember that) – engaged in learning activities. There is, for those of you who prefer it, the option of loading a non-graphic version.

The navigator buttons are large – you won't miss these with your mouse pointer – and clearly labelled. Each button turns red as you press it so, unless you have a black and white screen, you always know where you are. Choices are mainly straightforward – search, site index, feedback, news, links and downloads. 'Circulars' is the only odd choice. What is the difference, I ask, between a circular and a document? A little too much 'Civil Service speak' here, methinks.

My first port of call was to the site index -an obvious choice and one I suspect many would choose, assuming it to be the site map. And here it was that things started to get a little strange. The thing is this isn't a site map or even an index to the whole site. It is a series of alphabetical links to DfEE *documents* – which is all well and good providing you know the exact title of the document you want. I bet most users don't. But this seems to be the secret to the site. It works on document links. Know your title and you'll probably find this a useful resource otherwise, you'll have to do as I did probably, and experiment until you find something interesting. While fun, that's hardly good use of valuable working time.

Even worse, on my first visit – a Friday – none of these links were working so that, no matter which letter of the alphabet was pushed, the only message received was that the server was down. Ever tireless on your behalf, I emailed the DfEE feedback for an explanation but at the time of writing this column I had received nothing back. Peculiarly, though, by the time I returned to the site the following Sunday (a reviewer's work is never done) the links were mysteriously back in action. So, for most of my time on the site I was, as it were, navigating blindly.

Next I tried the search button thinking this might be helpful in guiding me round the site. No such luck; it's a straightforward key word search facility, using Excite – and very good it is too. I tried training and learning, and found a number of useful links and documents. Annoyingly, most of these were school- rather than employment- or adult-learning orientated, hence the pictures of school children I referred to earlier, perhaps? And this, for me, is the DfEE site's chief failing. It is, I would guess, a great resource if you are a school teacher, or maybe in higher or further education, but in the areas of adult development and training it is sadly lacking. One useful item was a summary of some research into 'Investment in Training and Small Firm Growth and Survival: An Empirical Analysis for the UK 1987-95' from the ESRC Centre for Business Research at the University of Cambridge – worth looking at if you need some arguments for ROI. And I did, eventually, get to the excellent Skills and Enterprise network at www.dfee.gov.uk/skillnet through the search facility.

However, it was all a bit like ploughing through treacle. Life would have been so much easier if the 'Welcome' page had made it easy to find adult or non-school learning and training. The links button certainly doesn't make things any easier. The collection of links is unimaginative and cursory. If a site map is out of the question – and I can't imagine why it is – then this page needs to be hugely expanded to make it easy for the visitor to make sensible mouse clicks!

Clare Forrest
Clare would be pleased to know by snail-mail, email or carrier pigeon the URLs (web addresses) about any sites that you have particularly enjoyed or really loathed, or which you just find plain indispensable, so that she can bring them to everyone's attention. Her email is Cforrest@bigfoot.com

To be fair, there are some excellent features to this site. I tried out a couple of document downloads, which were extremely fast and efficient. I was a little disconcerted, though, that these downloaded without me being able to read them first to decide if I wanted them – but that's a small price to pay. I was very impressed that the site managers have taken care to make it easy for everybody to access documents, making it simple to download necessary Acrobat readers, Word viewers and so on.

In the end I found this site to be a missed opportunity, though it tries hard. Education and employment are for far more than school kids or young people. In my view, the DfEE site should be the first web site of choice (or at least very high on the list) of all those involved in learning, training and employment, providing not only access to government policies and ideas but also quick and easy links to the whole of the learning and working community. And in these days of open government and a stakeholder economy the fact that it doesn't is a crying shame. ***CF***

Quick looks

www.driverguide.com ★★★★★
A fantastic site for finding all those hard to find drivers: from printers to mice, if you can't use something with your hardware, or you're having problems getting something to work properly, then this is the place to come.

www.bt.com/home/friends-fmi.htm ★★★★
If you use BT and haven't updated your 'friends and family' list for a while this is the place to do it: you can check your current numbers and make any changes immediately. If you use the Net reasonably regularly then you probably need to make sure that your ISP's number is on the list – or even make them your Best Friend. (Just don't tell anyone that you lead such a sad life!)

www.incomesdata.co.uk/links. htm#recruit ★★★★
The links page for Incomes Data Services' web site – a great collection of links for all sorts of HR, training and employment sites in the UK and abroad. Good starting point for queries. (DfEE – take note!)

UK-HRD snippets

UK-HRD is an email-based discussion forum administered by Training Journal.

To join UK-HRD send an email to majordomo@ukhrd.com In the body of the message type 'subscribe network' (no quotes). Leave the subject field blank.

This month we've reprinted messages that demonstrate some of the principle benefits of UK-HRD: information, collaboration and opinion.

Pat Angus is a new subscriber and wanted information on 360-degree Appraisal.

First of all, as a newcomer to the network, can I say that it has already proved beneficial and has given me food for thought. Thanks to the contributors.

I work for the City of Edinburgh Council Education Department and, as part of our performance management scheme that is being introduced, I have been asked to write a paper examining 360-degree appraisal for managers. I would welcome any examples of good practice, suggestions, articles, books etc., and also an indication of the pitfalls and disadvantages when developing such systems. Can anyone help?

Peter J. Cureton used the forum to express an opinion on 'Evaluation of training' – one of the many continuing debates in UK-HRD.

I have been fascinated by the development of the arguments over the recent postings. This is an area that occupies a lot of my thinking both from an academic and pragmatic standpoint. I'm not sure that it is only trainers who are keen to prove their worth to an organisation as David Salter comments. Indeed with ideas of core and peripheral workers still in contemporary thought, surely we must demonstrate that investment in employee development can provide dividends. I agree wholeheartedly with Mike Morrison that we need to link directly with business strategies and talk about cost benefit justification/return on investment at the start of a project. Do we get an echo from Stephen Covey's 'start with an end in mind'?

So, where does training fit in organisations and political influences? The 'dig' at accountants aired recently by Wendy Arrowsmith made me smile. Am I alone in having healthy suspicions of their motives? As accountants' stars continue in the ascendant, certainly in terms of organisational power, should we not learn how to play their game?

Sandy MacMillan's (continuing) pithy and insightful comments about 'Get some criteria' are apposite. Maybe we need accountants' criteria to demonstrate that we contribute to organisational success. But on the basis that accountants have been making up stories for years, let's see how they do it.

Accountants make up figures all the time. However because they are professional people, they don't say, 'We made this up', they say, 'The *notional* costing for this is…'. It is their best guesstimate (sic) of figures. How can we use this idea in training?

As trainers we need to consider the consequences of employee behaviour in monetary terms. Example: because a manager has been trained in team briefing s/he is able to communicate to the team more quickly and effectively. Meetings should be shorter (say 10 people attending at a charge out rate of £25 per hour. We can calculate this). So, the starting criterion is how long do meetings cost before training and what is our best guesstimate of the improvement? Other examples would include an increase in assertiveness leading to an improvement in credit control.

Most human behaviour can be thought of in this way. Try it for yourself by probing the area. Example: because s/he does 'x', it means … which in turn means … and so on. You should be able to find an actual performance measure or time measure.

When you use notional costing always remember sensitivity analysis. This means changing the assumptions or variables you made. A final point from practical experience. Ask your clients to give you the notional figures. This tends to lead to increased buy-in from line managers and avoids the political jibe 'this is just training trying to prove its worth'.

A final, final comment – more of a plea. As trainers can we avoid the word 'cost' in relation to our work and use 'investment'? In difficult times, accountants cut costs and need to make sensible investments. We know we are vital to the future of an organisation. The challenge is to prove it in organisational terms.

Is the blue touch paper smouldering?

One of the key benefits of UK-HRD is the ability to collaborate with others in the field of training as Garry Platt, one of the forum's most active participants, demonstrates with this message.

I would be very interested in reading what management competencies various organisations have identified and developed. I had a suspicion that particular behaviours or skills have been repeatedly identified as contributing to exceptional performance, but what are they?

I undertook some research and I have reviewed the competencies as defined by: MCI, Page, Mintzberg, Kotter, Boyatzis, Pedler *et al.*, Schroder, Cameron and a host of others. Sure enough, particular items, though not bearing the same name, occur time and time again.

See the following:

Competence	Frequency
Communication	33
Achievement/results-orientation	31
Customer focus	25
Teamwork	25
Leadership	20
Planning and organising	20
Commercial/business awareness	20
Developing others	18
Problem-solving	15
Analytical thinking	15
Building relationships	15
Decision-making	15
Influencing/facilitating	15
Process/procedural knowledge	14
Quality focus	14
Team-building	14
Technical expertise	14
Change orientation/management	13
Personal effectiveness	13
Coaching	12
Self-motivation	12
Initiative/proactive	11
Visionary	11
Directing others	10
Judgement	10
Methodical/attention to detail	10
Positive attitude	10
Innovative	9
Resilience	9
Strategic planning	9
Trust and integrity	8
Assertiveness/forcefulness	8
Learning orientation	8
Networking	8
Effective delegation	7
Motivating others	7
Organisational awareness	7
Safety conscious	7

If members of the group would be interested in sharing their frameworks with me I will collate and publish the UK-HRD top ten competencies for managers in due course.

Editor's note: If you wish to respond to Garry Platt's request he can be contacted at: garry@gplatt.demon.co.uk

What's New...

New and recently released training resources.

REVIEW

The Competence Tool Kit

How to use competencies to analyse and develop the jobs and skills of managers

Paul Whiteley and Graham Robinson
Peter Honey Publications
Tel: 01628 633946;
A4 ringbinder, £135
ISBN No 0-9524389-92

Fully photocopiable, this sizeable text is a brilliant toolkit for anyone interested in mastering the complexities of competences, and their relevance to management roles and performance. The definition in the introduction that 'competences indicate what a manager has to be able to *do* rather than what he or she needs to know' sets the pace for a very practical publication.

Authors Whiteley and Robinson have over 20 years' experience each of working with competences (their preferred term from the options of competence, competency and competencies), and their relevance to a range of management roles. They have distilled this lengthy experience into 34 competences with their associated behaviours and three key documents. These are the job questionnaire, the skills questionnaire and the competence development guide. I have had an opportunity to use both the job questionnaire and the skill questionnaire. Neither is to be undertaken lightly, but the application and rigour that they both require for completion certainly stimulate careful thought, provoke discussion and enable clarification. Both were extremely useful and very well received by the group of managers with whom I used them. I haven't yet used the competence development guide, although the group of people with whom I used the questionnaires were going on to use it themselves to develop individual plans of action.

This section is also thorough and valuable. Each of the 34 competences defined by the authors is addressed individually and specific suggestions are made about which authors to read (and the most useful of their books), actions to take or courses that would be useful. Obviously such suggestions can only be a starting point, but they are a *good* starting point.

The last section of the folder is a bibliography, which lists over 100 books and documents. Some are old friends of mine; others I don't know but will follow up.

This is not a publication to read straight through. Rather, it's a treasure trove of down-to-earth accessible information on the often confusing area of management competences. The toolkit demystifies competencies and their uses. Additionally, it provides interested managers, and others, with workable instruments and a logical approach. Well worth the cost – a tool for constant use. ***DB***

Diane Bailey
Diane can be contacted at Diane Bailey Associates, 105a Yorkshire Street, Rochdale OL16 1DR
Tel: 01706 659299

Ratings:			
Innovation	★★★★★	*Clarity*	★★★★★
Readability	★★★★★	*Usability*	★★★★★
		Value	★★★★★

Capture Training Needs Analysis with new software solution

Longman Software Publishing has announced the launch of *Training Needs Analysis Templates*. The company claims to have developed a definitive solution that can harness the power of DTP, databases and spreadsheet packages, and eliminate the need to outsource questionnaires. *Training Needs Analysis* is a complete survey that combines data capture and analysis tools within a single package, and allows results to be displayed readily through graphs, charts and cross-tabulations. It offers a variety of templates and is flexible enough to allow the user the means to monitor a wide range of performance areas that can also be incorporated into the appraisal process. With its easy-to-use format, the user can review key areas such as self-management, interpersonal skills and the proficiency of administration. Alternatively, Training Needs Analysis can measure, among others, customers service skills, computer literacy, and health and safety awareness.

Training Needs Analysis is available on disk for PC Windows 95/98 and is priced at £99 plus VAT.
For further information contact Logotron, 124 Cambridge Science Park, Milton Road, Cambridge CB4 4ZS.
Tel: 01223 425558; Fax: 01223 425349; email: info@logo.com web site: www.logo.com

A quick look...

Feedback Solutions, **the latest CD-ROM programmes from Melrose**, teaches both managers and staff the fundamental principles to giving feedback in every work environment. In the programme, psychologist Peter Quarry highlights the skills of giving feedback, and allows learners to build up their knowledge and practice through a range of interactive quizzes and activities.
For further information call 0171 627 8404

Less 'hare brain' (quick, logical thinking), more 'tortoise mind' (contemplative pondering) is the key to innovative ideas at work, according to John Cleese speaking at Training 99 in Chicago recently. In a new Video Arts programme based on his keynote speech at the US show, Cleese points out that in the modern workplace, the ability to come up with creative solutions is critical to business survival. He goes on to suggest that the belief that taking decisions quickly following the notion that 'faster is better' is a misconception.
For further information (and to order a copy of the Training 99 speech) contact Video Arts on 0845 601 2531.

***Seminario*, designed by Daniel Figueroa, is a flexible and comprehensive range of conference and training-room furniture** that provides the user with the benefit of configuring to requirement, easily and speedily. Tables are based around a detachable structure, which means that legs can be attached to the work surface at any point along the underside of the table edge. Legs simply slot into guide rails, and are located and fixed securely by an Allen key. The tops and legs can be transported and stored on a mobile trolley unit for ease of use and reconfiguration. The *Seminario* range includes mobile elements that enhance the conference and training aspects of the system. These take the form of mobile training desks, lectern units, multimedia information units, PC units, catering units, flipchart stands and presentation board units. All are compatible in finish and aesthetic detail.
For further information contact Samas Systems Furniture, Hawley Road, Dartford, Kent DA1 1NY. Tel: 01322 223477; Fax: 01322 277161.

Skilful Selection video

Despite the recent increase in the use of assessment centres, the personnel selection interview continues to be one of the key elements in the recruitment process. For many organisations, it is still the main – sometimes sole – means of selecting new personnel. Research by Fenman the leading producer of training videos, has shown that one of the greatest worries managers have about the recruitment process is what to say when they sit down to interview job candidates. Now Fenman has produced a video programme that focuses on the skills required to help managers encourage candidates to reveal accurate evidence of their abilities and past performance. Participants are shown how to get specific facts, as well as how to coax candidates to talk openly about their past work experience. Positive examples show how skilful questioning helps the interviewer to avoid costly recruitment mistakes. The programme includes a trainer's guide with a suggested course outline and ready-made practice sessions. Skilful Selection is available to preview, free. For further information call 01353 665533.

A quick look...

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The hare and the tortoise: the race to creative thinking

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New profile instrument

TMS Development International Ltd, the York-based training and development specialist, has launched the world's first profile instrument that scientifically measures the balance of effort people will put in to seeing opportunities and obstacles at work. *The Opportunities/ Obstacles Quotient* (QO™), empowers organisational teams to discover why they have negative attitudes to issues such as change, and how they can adopt a more balanced approach to new ideas – the half-full/half-empty glass syndrome. The QO™ is measured from an individual's response to 50 questions, and feedback is given in the form of a detailed profile, providing a useful starting point for discussion within personal and team development. For further information contact Susan Mowse, Marketing Manager, TMS Development International Ltd. Tel: 01904 641640; fax: 01904 640076; email: smowse@tmsdi.com

New technologies make SWING Training plain sailing

French company Corys Tess has launched SWING Training, a multimedia software package that produces teaching materials, manages lessons and administers training facilities. It has been designed for hands-on use by teachers and trainers. Applications produced with SWING Training are upgradable, making it possible to adapt teaching tools to learners' requirements on an ongoing basis. Combining standard and multimedia functions, SWING Training features a series of modules for lesson management (networked and distance learning), learner assessment, exercises, multiple-choice questions and scoring. In addition, SWING Training can be interfaced with external applications such as databases and graphical tools. The program offers innovative, interactive solutions for creating needs-responsive teaching tools, training aids, self-study and computer-assisted training applications. As a result, teachers and trainers can develop their own teaching materials, study aids and grading tests. Corys Tess is looking for distributors for SWING Training in the UK and Ireland. For more information contact Dan Ray, Fax: 0171 235 2772.

NEW VIDEO!
Skilful Selection
Train your managers to interview candidates effectively
Are your managers clear about the purpose of the interview? Do they have the skills to get evidence of past performance? Do they know how to find out whether a candidate will fit in? This new video from Fenman shows all this and more. Plus, the accompanying Trainers' Guide - with its useful learning summary, course outline, ready-made practice sessions and photocopiable pages - gives you great ideas and saves you time too. Ask for your FREE preview now.
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Please send me a FREE preview of Skilful Selection
I am responsible for training and am authorised to purchase training videos. I undertake not to copy any part of the preview programme or use it for training purposes. I will return by normal second class post within 7 working days
Signed
Date
Name
Job Title
Organisation
Address
Postcode
Tel No
Email
FAX TO: 01353 663644 Or EMAIL service@fenman.co.uk
POST TO: FENMAN, FREEPOST CB12, Ely, Cambs CB7 4BR
(no stamp needed)
TJ/5-99

Andrew Mayo is a consultant, speaker, writer and facilitator in international HR management, with a specialism in people and organisation development. He worked for nearly thirty years in major international organisations and now runs his own consultancy company, MLI Ltd, which specialises in organisational strategies for growing human capital. He is also Programme Director for in-company programmes at the London Business School, Visiting Professor of HRM at Middlesex Business School and Director of Careers Research Forum. He is the author of three books – Managing Careers – Strategies for Organisations, The Power of Learning, Creating a Training and Development Strategy and many articles.

Could this mean **you?**

Training Journal welcomes a new regular feature from **Andrew Mayo** who, in his first column, asks some uncompromising questions related to the concept and use of everyday learning.

I am conscious that in starting a regular column in *Training Journal* I am complementing my good friend Peter Honey, a complete writer and contributor of great experience. My special interest (and luxury as an independent observer) is in questioning popularly held beliefs and trying to rethink from first principles. Part of this is trying to understand the reality of organisational life and human behaviour, and fighting through the fogs of ideology, fashions and even fantasy! I hope to provoke but not in any way to offend.

I thought I'd start this month with acknowledging one of my debts to Peter – and that is that I have learnt from him about 'everyday learning'. Research has shown that probably more than 80 per cent of our increase in capability comes from this route. As is often the case, we don't need research to tell us the obvious! Whenever I ask people about their personal learning they always quote a figure around this level. It's a reality – but a reality that in practice most training functions deny. They deny it through putting 80 per cent of their effort into the design and delivery of *off-the-job* programmes and – at best – assume that everyday learning takes care of itself or is 'the manager's responsibility'. (I will return to the myths surrounding the role of a manager in employee development at a future date.)

A methodical approach

As professionals, we believe in a methodical approach to training needs analysis, design, delivery and evaluation. But since training is merely one technique of achieving learning, should we not assume that such rigour would benefit other modes of learning? How competent are the people you work with in managing their everyday learning?

First, they need to be skilled at analysing their learning and development needs and setting 'SMART' learning goals. This requires that people have a good framework of capability from which to draw. The current obsession with behavioural competencies, while giving useful benchmarks, has led to a significant lack of balance in many organisations. These competencies are the visible tip of a contribution profile, under which is a foundation of technical know-how and experience. Many learning goals need to be arrived at by 'achieving experience'.

People need to be aware of the range of learning opportunities available to them and how they can link into them.

Second, people need to be aware of the range of learning opportunities available to them and how they can link into them. We have conditioned people in many organisations to make an automatic leap into 'which course meets this need'. Shouldn't we encourage people to find 80 per cent of their learning needs to be met by work-related solutions? These may include defined learning assignments to research or experiment in something job-related, obtaining new delegated responsibilities acting for the boss in some area, involvement in projects and task forces, secondments to other departments and so on.

Third, there are some practical learning skills to be taken on board. Utilising effective feedback, harnessing the coaching process as a recipient, tapping into the knowledge and experience of others, taking controlled experiments – these are but a few. There are also some tools, such as learning logs and diaries and other disciplines that many find helpful. The HRD function, I suggest, should actively be helping in the provision of these skills and tools. And how about 'mapping' the different roles in the organisation in terms of the unique learning opportunities they can offer? (I don't just mean levels of 'competency' – but the 'building blocks of experience' that are available.)

Honestly now, how balanced is your 'management of learning'?

Date & Venue	Event	Contact
21-23 July Birmingham	Leadership and Team Management	Fielden-Cegos Ltd, The Towers, Towers Business Park, Wilmslow Road, Didsbury, Manchester M20 2FZ Tel 0161 445 2426; Fax 0161 446 2051
12-13 August Birmingham	Advanced Selection Interviewing	Fielden-Cegos Ltd, The Towers, Towers Business Park, Wilmslow Road, Didsbury, Manchester M20 2FZ Tel 0161 445 2426; Fax 0161 446 2051
26-30 July Manchester	The New Trainer	Fielden-Cegos Ltd, The Towers, Towers Business Park, Wilmslow Road, Didsbury, Manchester M20 2FZ Tel 0161 445 2426; Fax 0161 446 2051
2-4 July Loughborough	Creative Co-operation	ICOM, Vassalli House, 20 Central Road, Leeds LS1 6DE Tel 0113 246 1738; Fax 0113 244 0002
14-15 July London	Assertive Communication Skills	TMI Open Programme Team Tel 01564 794100
26-28 July Henley	Presenting with Impact	TMI Open Programme Team Tel 01564 794100
23-24 August Manchester	Time Manager	TMI Open Programme Team Tel 01564 794100
15-16 July Worthing	Effective Time Management	IXOM, 11 Heene Place, Worthing, West Sussex BN11 3NL Tel 01903 266675; Fax 01903 694883
22-23 July Worthing	Leadership Skills	IXOM, 11 Heene Place, Worthing, West Sussex BN11 3NL Tel 01903 266675; Fax 01903 694883
21 September Leicester	**Learning about Learning (Unlocking Your Potential)**	**Frontline Training, 156 Upper New Walk, Leicester LE1 7QA; Tel: 0116 241 4998; email: fronline@aol.com**
12-13 October Leicester	**Developing Effective Teams**	**Frontline Training, 156 Upper New Walk, Leicester LE1 7QA; Tel: 0116 241 4998; email: fronline@aol.com**
9-10 November Leicester	**Caring for Your Customers**	**Frontline Training, 156 Upper New Walk, Leicester LE1 7QA; Tel: 0116 241 4998; email: fronline@aol.com**

Diary Dates
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